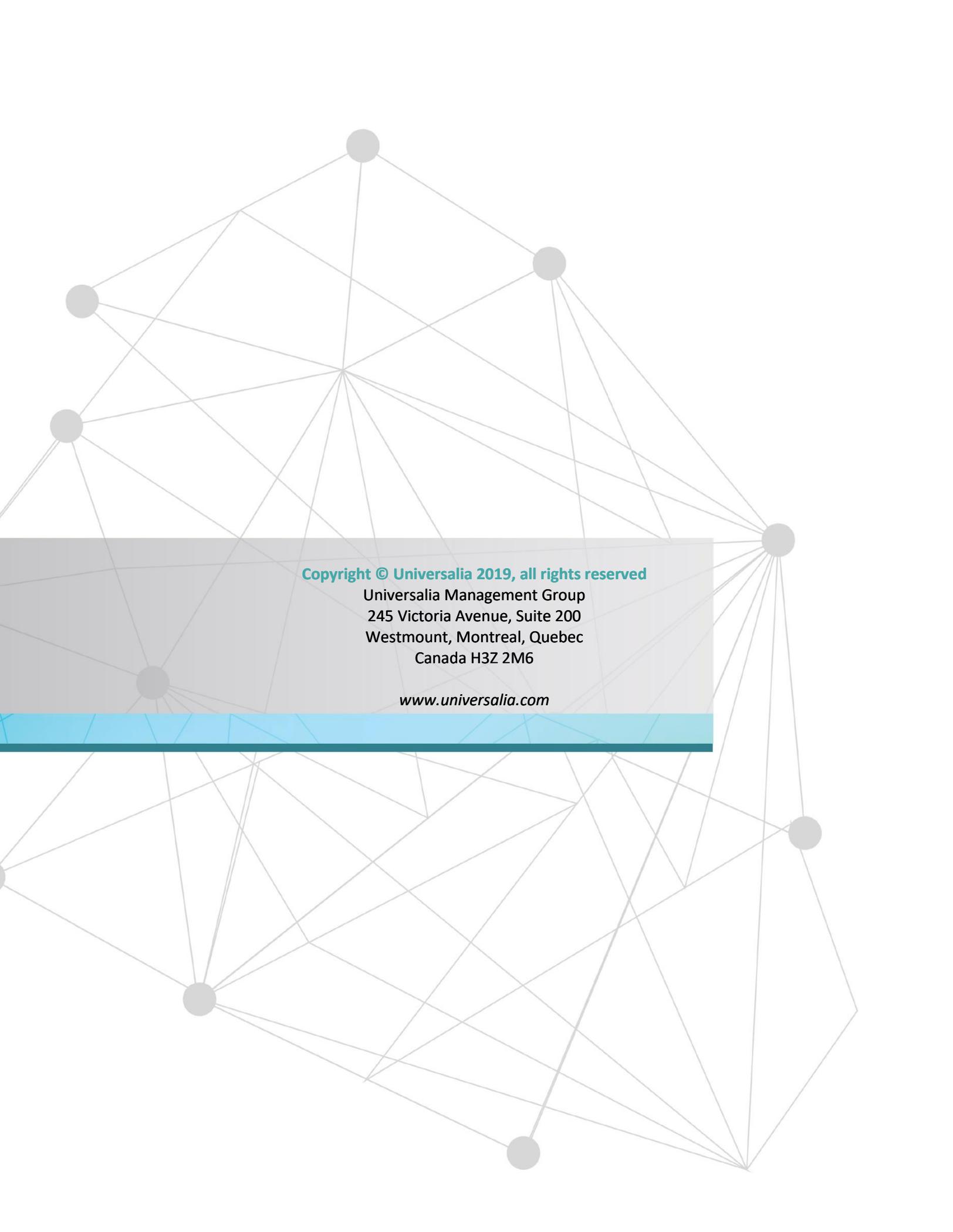


GPE Country-level Evaluations - Final Synthesis Report

Volume II - Appendices

FINAL REPORT | MARCH 2020





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Appendix I Evaluation Matrix

1. Table I.I below shows the **global evaluation questions** to be answered through the synthesis of individual country level evaluations as outlined at the onset of the overall assignment.

Table I.I *Global evaluation questions*

GLOBAL LEVEL QUESTIONS – TO BE ANSWERED THROUGH SYNTHESIS OF COUNTRY-LEVEL EVALUATIONS
<p>Key question I: Has GPE support to [country] contributed to achieving country-level objectives related to sector planning, sector plan implementation, sector dialogue and monitoring, and more/better financing for education?¹ If so, then how?</p>
<p>GEQ 1.1: How relevant, effective and efficient have been GPE contributions to Sector Plan preparation and implementation in the reviewed countries? What additional influences can explain observed changes?</p>
<p>GEQ 1.2: How relevant, effective and efficient have been GPE contributions to furthering mutual accountability through inclusive policy dialogue and sector monitoring in the reviewed countries? What additional influences can explain observed changes?</p>
<p>GEQ 1.3: What key (internal and external)² factors have positively or negatively influenced the relevance, effectiveness and/or efficiency of GPE contributions to country-level objectives?</p>
<p>Key question II: Has the achievement of country-level objectives³ contributed to making the overall education system in the reviewed country/countries more effective and efficient?</p>
<p>GEQ 2.1: What types of changes have occurred in the education systems in the reviewed countries?</p>
<p>GEQ 2.2: What evidence exists to link system-level changes to changes in sector planning, sector plan implementation, sector dialogue and monitoring? What additional influences can explain observed changes?</p>
<p>GEQ 2.3: What key (external) factors have positively or negatively influenced the extent to which system-level change has been obtained or can be verified?</p>

¹ OECD DAC evaluation criteria of relevance, effectiveness and efficiency.

² 'Internal factors' refer to characteristics of GPE financial and non-financial support provided in the reviewed countries, whereas 'externa' factors are influences deriving from characteristics of the respective country contexts (political, economic, socio-cultural etc.).

³ GPE country-level objectives related to sector planning, plan implementation, and mutual accountability through sector dialogue and monitoring.

GLOBAL LEVEL QUESTIONS – TO BE ANSWERED THROUGH SYNTHESIS OF COUNTRY-LEVEL EVALUATIONS
Key question III: Have changes at education system level contributed to progress towards impact?

GEQ 3.1. During the period under review, what changes have occurred in relation to (a) learning outcomes (basic education), (b) equity, gender equality and inclusion in education?

GEQ 3.2: Is there evidence to link changes in learning outcomes, equity, gender equality and inclusion to system-level changes? What other/alternative influences can explain changes in learning outcomes, equity etc.?

2. Table I.II below shows the revised country-level evaluation matrix that guided individual CLEs conducted in FY 2019/2020.

Table I.II *Revised (Year 2) country-level evaluation questions*

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS
Key question I: Has GPE support to [country] contributed to achieving country-level objectives related to sector plan implementation, sector dialogue and monitoring, and more/better financing for education?⁴ If so, then how? If not, why not?	
CEQ 1: Has GPE contributed to education sector plan implementation in [country] during the period under review?⁵ How?	
CEQ 1.1a (prospective CLE) What have been strengths and weaknesses of sector	<ul style="list-style-type: none"> • Extent to which the country's sector plan met the criteria for a credible ESP as put forward in GPE/IIEP Guidelines⁷ <ul style="list-style-type: none"> – ESP is guided by an overall vision – ESP is strategic, i.e. it identifies strategies for achieving its vision, including required human, technical and financial capacities, and sets priorities) – ESP is holistic, i.e. it covers all sub-sectors as well as non-formal education and adult literacy – ESP is evidence-based, i.e. it starts from an education sector analysis

⁴ OECD DAC evaluation criteria of relevance, effectiveness, and efficiency.

⁵ The core period under review varies for summative and prospective evaluations. Prospective evaluations will primarily focus on the period early 2018 to early 2020 and will relate observations of change back to the baseline established at this point. The summative evaluations will focus on the period covered by the most recent ESPIG implemented in the respective country. However, where applicable, (and subject to data availability) the summative evaluations will also look at the beginning of the next policy cycle, more specifically sector planning processes and related GPE support carried out during/towards the end of the period covered by the most recent ESPIG.

⁷ Global Partnership for education, UNESCO International Institute for Educational Planning. Guidelines for Education Sector Plan Appraisal. Washington and Paris. 2015. Guidelines for Education Sector Plan Preparation. Available at: <https://www.globalpartnership.org/content/guidelines-education-sector-plan-preparation>

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS
<p>planning during the period under review?⁶</p> <p>What are likely reasons for strong/weak sector planning?</p>	<ul style="list-style-type: none"> – ESP is achievable – ESP is sensitive to context – ESP pays attention to disparities (e.g. between girls/boys or between groups defined geographically, ethnically/culturally or by income) • For TEPs: Extent to which the country's sector plan met the criteria for a credible TEP as put forward in GPE/IIEP Guidelines⁸ <ul style="list-style-type: none"> – TEP is shared (state-driven, developed through participatory process) – TEP is evidence-based – TEP is sensitive to context and pays attention to disparities – TEP is strategic, i.e. it identifies strategies that not only help address immediate needs but lay the foundation for realizing system's long-term vision – TEP is targeted (focused on critical education needs in the short and medium term, on system capacity development, on limited number of priorities) – TEP is operational (feasible, including implementation and monitoring frameworks) • Extent to which the ESP/TEP meets GPE quality criteria as outlined in the GPE 2020 results framework (indicators 16a, b, c and d)⁹ • Extent to which the ESP/TEP addresses the main issues/gaps in the education sector (as identified through Education Sector Analyses and/or other studies) • Extent to which the process of sector plan preparation has been country-led, participatory, and transparent¹⁰ • Stakeholder views on strengths and weaknesses of the most recent sector planning process in terms of: <ul style="list-style-type: none"> – Leadership for and inclusiveness of sector plan development

⁶ This question will be applied in prospective evaluations in countries that have not yet developed a (recent) sector plan, such as Mali, as well as in countries that have an existing plan, but that are in the process of embarking into a new planning process. In countries where a sector plan exists and where related GPE support has already been assessed in Year 1 reports, future reports will use a similarly descriptive approach as outlined under question 1.1b, i.e. briefly summarizing key characteristics of the existing sector plan.

⁸ Global Partnership for Education, UNESCO International Institute for Educational Planning. Guidelines for Education Sector Plan Appraisal. Washington and Paris. 2016. Guidelines for Transitional Education Plan Preparation. Available at: <https://www.globalpartnership.org/content/guidelines-transitional-education-plan-preparation>

⁹ If no GPE ratings on these indicators are available, evaluation team's assessment of extent to which the ESP meets the various criteria outlined under indicator 16a-d.

¹⁰ Global Partnership for Education, UNESCO International Institute for Educational Planning. Guidelines for Education Sector Plan Appraisal. Washington and Paris. 2015. Available at: <http://unesdoc.unesco.org/images/0023/002337/233768e.pdf>

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS
	<ul style="list-style-type: none"> – Relevance, coherence and achievability of the sector plan
<p>CEQ 1.1b (summative CLE) What characterized the education sector plan in place during the core period under review?</p>	<ul style="list-style-type: none"> • ESP/TEP objectives/envisaged results and related targets • <u>For ESPs</u>: Extent to which the country's sector plan met the criteria for a credible ESP as put forward in GPE/IIEP Guidelines¹¹ <ul style="list-style-type: none"> – ESP is guided by an overall vision – ESP is strategic, i.e. it identifies strategies for achieving its vision, including required human, technical and financial capacities, and sets priorities) – ESP is holistic, i.e. it covers all sub-sectors as well as non-formal education and adult literacy – ESP is evidence-based, i.e. it starts from an education sector analysis – ESP is achievable – ESP is sensitive to context – ESP pays attention to disparities (e.g. between girls/boys or between groups defined geographically, ethnically/culturally or by income) • <u>For TEPs</u>: Extent to which the country's sector plan met the criteria for a credible TEP as put forward in GPE/IIEP Guidelines¹² <ul style="list-style-type: none"> – TEP is shared (state-driven, developed through participatory process) – TEP is evidence-based – TEP is sensitive to context and pays attention to disparities – TEP is strategic, i.e. it identifies strategies that not only help address immediate needs but lay the foundation for realizing system's long-term vision – TEP is targeted (focused on critical education needs in the short and medium term, on system capacity development, on limited number of priorities) – TEP is operational (feasible, including implementation and monitoring frameworks)

¹¹ Global Partnership for Education, UNESCO International Institute for Educational Planning. Guidelines for Education Sector Plan Appraisal. Washington and Paris. 2015. Guidelines for Education Sector Plan Preparation. Available at: <https://www.globalpartnership.org/content/guidelines-education-sector-plan-preparation>

¹² Global Partnership for Education, UNESCO International Institute for Educational Planning. Guidelines for Education Sector Plan Appraisal. Washington and Paris. 2016. Guidelines for Transitional Education Plan Preparation. Available at: <https://www.globalpartnership.org/content/guidelines-transitional-education-plan-preparation>

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS
	<ul style="list-style-type: none"> Extent to which the ESP/TEP meets GPE quality criteria as outlined in the GPE 2020 results framework (indicators 16a, b, c and d)¹³
<p>CEQ 1.2a (prospective CLE) Has GPE contributed to the observed characteristics of sector planning? How? If no, why not?</p> <p>a) Through the GPE ESPDG grant- (funding, funding requirements)</p> <p>b) Through other support for sector planning (advocacy, standards, quality assurance procedures, guidelines, capacity building, facilitation, CSEF and ASA grants, and cross-national sharing of evidence/good practice)¹⁴</p>	<p>a) Contributions through GPE ESPDG grant and related funding requirements:</p> <ul style="list-style-type: none"> ESPDG amount as a share of total resources invested into sector plan preparation. Types of activities/deliverables financed through ESPDG and their role in informing/enabling sector plan development <p>b) Contributions through other (non ESPDG-related) support to sector planning:</p> <ul style="list-style-type: none"> Evidence of GPE quality assurance processes improving the quality of the final, compared to draft versions of the sector plan Stakeholder views on relevance and appropriateness/value added of GPE Secretariat support, in-country assistance from GA/CA, Secretariat/GA/CA advocacy, capacity building, facilitation; GPE standards, guidelines, CSEF and ASA grants, and knowledge exchange in relation to: <ul style="list-style-type: none"> Improving the quality (including relevance) of education sector plans Strengthening in-country capacity for sector planning
<p>CEQ 1.2b-d (summative CLE – currently in Part B of the matrix below and labelled CEQ 9-11)</p>	
<p>CEQ 1.3 What have been the strengths and weaknesses of sector plan implementation during period under review?</p>	<ul style="list-style-type: none"> Progress made towards implementing sector plan objectives/meeting implementation targets of current/most recent sector plan within envisaged timeframe (with focus on changes relevant in view of GPE 2020 envisaged impact and outcome areas).

¹³ If no GPE ratings on these indicators are available, evaluation team's assessment of extent to which the ESP meets the various criteria outlined under indicator 16a-d.

¹⁴ Advocacy can include inputs from Secretariat, grant agent, coordinating agency, LEG, and GPE at global level (e.g. Board meetings, agreed upon standards). Knowledge exchange includes cross-national/global activities organized by the Secretariat, as well as the sharing and use of insights derived from GRA and KIX grant-supported interventions.

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS
<p>What are likely reasons for strong/weak sector plan implementation?</p>	<ul style="list-style-type: none"> • Extent to which sector plan implementation is funded (expected and actual funding gap) • Evidence of government ownership of and leadership for plan implementation (country specific).¹⁵ • Government implementation capacity and management, e.g.: <ul style="list-style-type: none"> – Existence of clear operational/implementation plans or equivalents to guide sector plan implementation and monitoring – Clear roles and responsibilities related to plan implementation and monitoring – Relevant staff have required knowledge/skills/experience) • Extent to which development partners who have endorsed the plan have actively supported/contributed to its implementation in an aligned manner. • Extent to which sector dialogue and monitoring have facilitated dynamic adaptation of sector plan implementation to respond to contextual changes (where applicable) • Extent to which the quality of the implementation plan in the ESP/TEP and of the plan itself is influencing the actual implementation (e.g. achievability, prioritization of objectives). • Stakeholder views on reasons why plan has or has not been implemented as envisaged
<p>CEQ 1.4 Has GPE contributed to the observed characteristics of sector plan implementation? If so, then how? If not, why not?</p> <p>a) Through GPE EPDG, ESPIG grants-related funding requirements and the variable tranche</p>	<p>a) Contributions through GPE EPDG and ESPIG grants, related funding requirements and variable tranche under the NFM (where applicable)</p> <ul style="list-style-type: none"> • Proportion of overall sector plan (both in terms of costs and key objectives) funded through GPE ESPIG • Absolute amount of GPE disbursement and GPE disbursement as a share of total aid to education • Evidence of GPE grants addressing gaps/needs or priorities identified by the DCP government and/or LEG • Degree of alignment of ESPIG objectives with ESP objectives. • Grant implementation is on time and on budget • Degree of achievement of/progress toward achieving ESPIG targets (showed mapped to ESPIG objectives, and sector plan objectives)

¹⁵ For example, in some countries one indicator of country ownership may be the existence of measures to gradually transfer funding for specific ESP elements from GPE/development partner support to domestic funding. However, this indicator may not be applicable in all countries. Stakeholder interviews will be an important source for identifying appropriate, context-specific indicators for government ownership in each case.

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS
<p>under the New Funding Model (NFM)¹⁶</p> <p>b) Through non-financial support (advocacy, standards, quality assurance procedures, guidelines, capacity building, and facilitation, and cross-national sharing of evidence/good practice)¹⁷</p>	<ul style="list-style-type: none"> • Evidence of variable tranche having influenced policy dialogue before and during sector plan implementation (where applicable) • Progress made towards sector targets outlined in GPE grant agreements as triggers for variable tranche under the NFM, compared to progress made in areas without specific targets (where applicable) • EPDG/ESPIG resources allocated to (implementation) capacity development • Stakeholder views on GPE EPDG and ESPIG grants with focus on: <ul style="list-style-type: none"> – Value added by these grants to overall sector plan implementation; – the extent to which the new (2015) funding model is clear and appropriate especially in relation to the variable tranche; – how well GPE grant application processes are working for in-country stakeholders (e.g. are grant requirements clear? Are they appropriate considering available grant amounts?); b) Contributions through non-financial support <ul style="list-style-type: none"> • Types of GPE support (advocacy, facilitation, knowledge sharing) aimed at strengthening sustainable local/national capacities for plan implementation • Relevance of GPE non-financial support in light of DCP government's own capacity development plan(s) (where applicable) • Stakeholder views on relevance and effectiveness of GPE non-financial support with focus on: <ul style="list-style-type: none"> – GPE non-financial support contributing to strengthening sustainable local/national capacities relevant for plan implementation – GPE non-financial facilitating harmonized development partners' support to plan implementation • Possible causes for no/ limited GPE contribution to plan implementation.
<p>CEQ 1.5 How has education sector financing evolved during the period under review?</p>	<p>a) Amounts of domestic education sector financing</p> <ul style="list-style-type: none"> • Changes in country's public expenditures on education during period under review (absolute amounts and spending relative to total government expenditure)

¹⁶ Where applicable.

¹⁷ Facilitation provided primarily through the GPE Secretariat, the grant agent and coordinating agency. Advocacy – including inputs from Secretariat, grant agent, coordinating agency, LEG, and GPE at global level (e.g. Board meetings, agreed upon standards). Knowledge exchange - including cross-national/global activities related to the diffusion of evidence and best practice to improve sector planning and implementation.

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS
<p>a) Amounts of domestic financing</p> <p>b) Amounts and sources of international financing</p> <p>c) Quality of domestic and international financing (e.g. short, medium and long-term predictability, alignment with government systems)?</p> <p>1. If no positive changes, then why not?</p>	<ul style="list-style-type: none"> • Extent to which country has achieved, maintained, moved toward, or exceeded 20% of public expenditures on education during period under review • Changes in education recurrent spending as a percentage of total government recurrent spending <p>b) Amounts and sources of international financing</p> <ul style="list-style-type: none"> • Changes in the number and types of international donors supporting the education sector • Changes in amounts of education sector funding from traditional and non-traditional donors (e.g. private foundations and non-DAC members) • Changes in percentage of capital expenditures and other education investments funded through donor contributions <p>c) Quality of sector financing</p> <ul style="list-style-type: none"> • Changes in the quality (predictability, alignment, harmonization/modality) of international education sector financing to country • Changes in the quality of domestic education financing (e.g. predictability, frequency and timeliness of disbursements, program versus input-based funding) • Extent to which country dedicates at least 45% of its education budget to primary education (for countries where PCR is below 95%) • Changes in allocation of specific/additional funding to marginalized groups • Changes in extent to which other donors' funding/conditional budget support is tied to the education sector
<p>CEQ 1.6 Has GPE contributed to leveraging additional education sector financing and improving the quality of financing?</p> <p>If yes, then how? If not, then why not?</p> <p>a) Through ESPIG funding and related funding requirements?</p>	<p>a) Through ESPIG funding and related requirements</p> <ul style="list-style-type: none"> • Government commitment to finance the endorsed sector plan (expressed in ESPIG applications) • Extent to which GPE Program Implementation Grant-supported programs have been co-financed by other actors or are part of pooled funding mechanisms • Stakeholder views on extent to which GPE funding requirements (likely) having influenced changes in domestic education financing • Changes in relative size of GPE financial contribution in relation to other donor' contributions • Trends in external financing and domestic financing channelled through and outside of GPE, and for basic and total education, to account for any substitution by donors or the country government • Alignment of GPE education sector program implementation grants with national systems¹⁹

¹⁹ GPE's system alignment criteria including the 10 elements of alignment and the elements of harmonization captured by RF indicators 29, 30 respectively.

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS
<p>b) Through the GPE multiplier funding mechanisms (where applicable)?</p> <p>2. Through other means, including advocacy¹⁸ at national and/or global levels?</p>	<ul style="list-style-type: none"> • Possible reasons for non-alignment or non-harmonization of ESPIGs (if applicable) b) Through the GPE multiplier funding mechanism <ul style="list-style-type: none"> • Amount received by DCP government through the GPE multiplier fund (if applicable) • Stakeholder views on clarity and efficiency of multiplier application process c) Through other means (especially advocacy) <ul style="list-style-type: none"> • Likelihood of GPE advocacy having contributed to country meeting/approaching goal of 20% of the total national budget dedicated to education • Changes in existing dynamics between education and finance ministries that stakeholders (at least partly) attribute to GPE advocacy²⁰ (e.g. JSRs attended by senior MoF staff) • Amounts and quality of additional resources likely mobilized with contribution from GPE advocacy efforts at country or global levels • Amounts and sources of non-traditional financing (e.g. private or innovative finance) that can be linked to GPE leveraging
<p>CEQ 2 Has GPE contributed to strengthening mutual accountability for the education sector during the period under review? If so, then how?</p>	
<p>CEQ 2.1 Has sector dialogue changed during the period under review?</p> <p>If so, then how and why? If not, why not?</p>	<ul style="list-style-type: none"> • Composition of the country's LEG (in particular civil society and teacher association representation), and changes in this composition during period under review; other dialogue mechanisms in place (if any) and dynamics between those mechanisms • Frequency of LEG meetings, and changes in frequency during period under review • LEG members consulted for ESPIG application • Stakeholder views on changes in sector dialogue in terms of: <ul style="list-style-type: none"> – Degree to which different actors lead, contribute to, or facilitate dialogue – Inclusiveness – Consistency, clarity of roles and responsibilities – Meaningfulness (i.e. perceptions on whether, when and how stakeholder input is taken into account for decision making) – Quality (evidence-based, transparent)

¹⁸ Through the Secretariat at country and global levels, and/or GPE board members (global level, influencing country-specific approaches of individual donors)

²⁰ This advocacy can have taken place in the context of GPE support to education sector planning, sector dialogue, and/or plan implementation

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS
	<ul style="list-style-type: none"> – Likely causes for no/limited (changes in) sector dialogue
<p>CEQ 2.2 Has sector monitoring changed? If so, then how and why? If not, why not?</p>	<ul style="list-style-type: none"> • Extent to which plan implementation is being monitored (e.g. results framework with targets, performance review meetings, annual progress reports... and actual use of these monitoring tools) • Frequency of joint sector reviews conducted, and changes in frequency during period under review; nature of JSR meetings held; and any other monitoring events at country level (e.g., DP meetings...) • Extent to which joint sector reviews conducted during period of most recent ESPIG met GPE quality standards (if data is available: compared to JSRs conducted prior to this period) • Evidence deriving from JSRs is reflected in DCP government decisions (e.g. adjustments to sector plan implementation) and sector planning • Stakeholder views on changes in JSRs in terms of them being: <ul style="list-style-type: none"> – Inclusive and participatory, involving the right number and types of stakeholders – Aligned to existing sector plan and/or policy framework – Evidence based – Used for learning/informing decision-making – Embedded in the policy cycle (timing of JSR appropriate to inform decision making; processes in place to follow up on JRS recommendations)²¹ and recommendations are acted upon and implemented • Stakeholder views on extent to which current practices of sector dialogue and monitoring amount to ‘mutual accountability’ for the education sector. • Likely causes for no/ limited (changes in) sector monitoring.
<p>CEQ 2.3 Has GPE contributed to observed changes in sector dialogue and monitoring? If so, then how? If not, why not?</p>	<p>a) Grants and funding requirements</p> <ul style="list-style-type: none"> • Proportion of total costs for sector dialogue mechanisms (and/or related specific events) funded through GPE grants • Proportion of total costs for sector monitoring mechanisms (e.g. JSR) funded through GPE grants • Stakeholder views on extent to which GPE funding process (e.g. selection of grant agent, development of program document, grant application) and grant requirements positively or negatively influenced the existence and functioning of mechanisms for sector dialogue and/or monitoring

²¹ Criteria adapted from: Global Partnership for Education. Effective Joint Sector Reviews as (Mutual) Accountability Platforms. GPE Working Paper #1. Washington. June 2017. Available at: <https://www.globalpartnership.org/blog/helping-partners-make-best-use-joint-sector-reviews>

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS
<p>a) Through GPE grants and funding requirements²²</p> <p>b) Through other support (capacity development, advocacy, standards, quality assurance, guidelines, facilitation, cross-national sharing of evidence/good practice)²³</p>	<p>b) Non-grant related support</p> <ul style="list-style-type: none"> • Support is aimed at strengthening local/national capacities for conducting inclusive and evidence-based sector dialogue and monitoring • Support is targeted at gaps/weaknesses of sector dialogue/monitoring identified by DCP government and/or LEG • Support for strengthening sector dialogue/monitoring is adapted to meet the technical and cultural requirements of the specific context in [country] <p>a) and b)</p> <ul style="list-style-type: none"> • Stakeholder view on relevance and appropriateness of GPE grants and related funding process and requirements, and of other support in relation to: <ul style="list-style-type: none"> – Addressing existing needs/priorities – Respecting characteristics of the national context – Adding value to country-driven processes (e.g. around JSRs) • Possible causes for no/ limited GPE contributions to dialogue/monitoring.
<p>CEQ 3: Has GPE support had unintended/unplanned effects? What factors other than GPE support have contributed to observed changes in sector planning, sector plan implementation, sector financing and monitoring?</p>	
<p>CEQ 3.1 What factors other than GPE support are likely to have contributed to the observed changes (or lack thereof) in sector planning, financing, plan implementation, and in sector dialogue and monitoring?</p>	<ul style="list-style-type: none"> • Changes in nature and extent of financial/non-financial support to the education sector provided by development partners/donors (traditional/non-traditional donors including foundations) • Contributions (or lack thereof) to sector plan implementation, sector dialogue or monitoring made by actors other than GPE • Changes/events in national or regional context(s) <ul style="list-style-type: none"> – Political context (e.g. changes in government/leadership) – Economic context – Social/environmental contexts (e.g. natural disasters, conflict, health crises)

²² All relevant GPE grants to country/actors in country, including CSEF and KIX, where applicable.

²³ Capacity development and facilitation primarily through Secretariat, coordinating agency (especially in relation to sector dialogue) and grant agent (especially in relation to sector monitoring). Advocacy through Secretariat (country lead), CA, as well as (possibly) GPE at the global level (e.g. Board meetings, agreed upon standards). Knowledge exchange includes cross-national/global activities organized by the Secretariat, as well as the sharing and use of insights derived from GRA and KIX grant-supported interventions. Knowledge sharing also possible through other GPE partners at country level (e.g. other donors/LEG members) if provided primarily in their role as GPE partners.

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS
	– Other (context-specific)
CEQ 3.2 During the period under review, have there been unintended, positive or negative, consequences of GPE financial and non-financial support?	<ul style="list-style-type: none"> • Types of unintended, positive and negative, effects on sector planning, financing, sector plan implementation, sector dialogue and monitoring deriving from GPE grants and funding requirements • Types of unintended, positive and negative, effects deriving from other GPE support.
Key question II: Has sector plan implementation contributed to making the overall education system in [country] more effective and efficient?	
CEQ 4 During the period under review, how has the education system changed in relation to: <ol style="list-style-type: none"> Improving access to education and equity? Enhancing education quality and relevance (quality of teaching/instruction)? Sector Management?²⁴ If there were no changes in the education system, then why not and with what implications? ²⁵	a) Improving education access and equity - focus on extent to which DCP meets its own performance indicators, where available, e.g. related to: ²⁶ <ul style="list-style-type: none"> • Changes in number of schools relative to children • Changes in the average distance to schools • Changes in costs of education to families • Changes in the availability of programs to improve children's' readiness for school) • New/expanded measures put in place to ensure meeting the educational needs of children with special needs and of learners from disadvantaged groups • New/expanded measures put in place to ensure gender equality in education b) Enhancing education quality and relevance (Quality of teaching/instruction) – focus on extent to which DCP meets its own performance indicators, e.g. related to: <ul style="list-style-type: none"> • Changes in pupil/trained teacher ratio during period under review • Changes in equitable allocation of teachers (measured by relationship between number of teachers and number of pupils per school)

²⁴ The sub-questions reflect indicators under Strategic Goal #3 as outlined in the GPE results framework as well as country-specific indicators for system-level change and elements (such as institutional strengthening) of particular interest to the Secretariat.

²⁵ Implications for education access and equity, quality and relevance, and sector management, as well as likely implications for progress towards learning outcomes and gender equality/equity.

²⁶ The noted indicators are examples of relevant measures to indicate removal of barriers to education access. Applicability may vary across countries. Where no country specific indicators and/or data are available, the CLE will draw upon UIS (and other) data on the described indicators.

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS
	<ul style="list-style-type: none"> • Changes in relevance and clarity of (basic education) curricula • Changes in the quality and availability of teaching and learning materials • Changes in teacher pre-service and in-service training • Changes in incentives for schools/teachers <p>c) Sector Management – focus on extent to which DCP meets its own performance indicators, e.g. related to:</p> <ul style="list-style-type: none"> • Changes in the institutional capacity of key ministries and/or other relevant government agencies (e.g. staffing, structure, organizational culture, funding) • Changes in whether country has and how it uses EMIS data to inform policy dialogue, decision making and sector monitoring • If no functioning EMIS is in place, existence of a realistic remedial strategy in place • Changes in whether country has and how it uses quality learning assessment system within the basic education cycle during period under review <p>(a-c):</p> <ul style="list-style-type: none"> • Likely causes for no/ limited changes at system level (based on literature review and stakeholder views)
<p>CEQ 5 How has sector plan implementation contributed to observed changes at education system level?</p>	<ul style="list-style-type: none"> • The specific measures put in place as part of sector plan implementation address previously identified bottlenecks at system level • Alternative explanations for observed changes at system level (e.g. changes due to external factors, continuation of trend that was already present before current/most recent policy cycle, targeted efforts outside of the education sector plan)
<p>Key question III: Have improvements at education system level contributed to progress towards impact?</p>	
<p>CEQ 6 During the period under review, what changes have occurred in relation to:</p> <p>a) Learning outcomes (basic education)?</p> <p>b) Equity, gender equality and inclusion in education?</p>	<p>Changes/trends in DCP’s core indicators related to learning/equity as outlined in current sector plan and disaggregated (if data is available). For example:</p> <p>a) Learning outcomes</p> <ul style="list-style-type: none"> • Changes/trends in learning outcomes (basic education) during period under review (by gender, by socio-economic group, by rural/urban locations) <p>b) Equity, gender equality, and inclusion</p> <ul style="list-style-type: none"> • Changes in gross and net enrollment rates (basic education) during review period (by gender, by socio-economic group, by rural/urban) • Changes in proportion of children (girls/boys) who complete (i) primary, (ii) lower-secondary education

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS
	<ul style="list-style-type: none"> • Changes in transition rates from primary to lower secondary education (by gender, by socio-economic group) • Changes in out of school rate for (i) primary, (ii) lower-secondary education (by gender, socio-economic group, rural/urban location) • Changes in dropout and/or repetition rates (depending on data availability) for (i) primary, (ii) lower-secondary education • Changes in the distribution of out of school children (girls/boys; children with/without disability; ethnic, geographic and/or economic backgrounds)
Key question IV: What are implications of evaluation findings for GPE support to [country]?	
<p>CEQ 7 What, if any, aspects of GPE support to [country] should be improved? What, if any, good practices have emerged related to how GPE supports countries?²⁷</p>	<ul style="list-style-type: none"> • Insights deriving from answering evaluation questions above e.g. in relation to: <ul style="list-style-type: none"> – Clarity and relevance of the roles and responsibilities of key GPE actors at the country level (Secretariat, GA, CA, DCP government, other actors) – Strengths and weaknesses of how and whether GPE key country-level actors fulfill their roles (both separately and jointly i.e. through a partnership approach) – The relative influence/benefits deriving from GPE financial and non-financial support respectively (with focus on the NFM, where applicable) – Extent to which logical links in the GPE theory of change are, or are not, supported by evidence – Extent to which originally formulated underlying assumptions of the ToC appear to apply/not apply and why – Extent to which different elements in the theory of change appear to mutually enforce/support each other (e.g. relationship sector dialogue and sector planning) – Stakeholder satisfaction with GPE support
<p>CEQ 8 What, if any, good practices have emerged related to how countries address specific education sector challenges/how countries operate during</p>	<ul style="list-style-type: none"> • Insights deriving from answering evaluation questions above e.g. in relation to: <ul style="list-style-type: none"> – Effectiveness of approaches taken in the respective country to ensure effective sector planning, sector dialogue and monitoring, sector financing, sector plan implementation.

²⁷ For both questions CEQ 7 and 8 the notion of ‘good practice’ refers to acknowledging processes, mechanisms, ways of working etc. that the CLE found to work well and/or that were innovative in that specific context. The intention is not to try and identify globally relevant benchmarks or universally ‘good practice’.

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS
different elements of the policy cycle? ²⁸	– Successful, promising, and/or contextually innovative approaches taken as part of sector plan implementation to address specific sector challenges ²⁹

²⁸ This could mean, for example, highlighting strengths of existing mechanisms for sector planning that either reflect related GPE/IEEP guidelines and quality criteria or that introduce alternative/slightly different approaches that appear to work well in the respective context.

²⁹ For example, highlighting promising approaches taken by the respective government and development partners to try and reach out of school children. Please note that 'innovative' means 'innovative/new in the respective context', not necessarily globally new.

Appendix II Contribution claims and assumptions in the GPE country-level ToC

3. The generic GPE country-level theory of change that had been developed by the evaluation team at the beginning of the assignment, which provided the theoretical backdrop for CLEs conducted in FY 2018/2019 and FY 2019/2020.
4. The ToC implies several **contribution claims**, which have been tested in each summative and prospective CLE respectively as well as across the portfolio of CLEs. These contribution claims have not been explicitly stated by GPE but are **logically implied** by the partnership's own overall theory of change and, in consequence, the generic country-level theory of change outlined above. Table II.I below shows these contribution claims as well as the logical linkages between elements in the country-level ToC, and related underlying (mostly implicit) assumptions.
5. In two cases (in sections 3 and 4 of the table) the evaluation team replaced some of the initially formulated assumptions during the process of compiling this synthesis report, given that it had become clear that the original formulation had not identified an actual underlying condition for the envisaged change to take place.

Table II.I Contribution claims and key underlying assumptions

#	EXPLANATORY MECHANISM	CRITICAL UNDERLYING ASSUMPTIONS ³⁰	(IMPLICIT) CONTRIBUTION CLAIM
1 – GPE contributions to sector planning			
1.1, 1.2, 1.3 and 1.4	<p>BECAUSE</p> <ul style="list-style-type: none"> • (1) GPE provides Education Sector Plan Development Grants and guidance, quality assurance, capacity development and technical guidance • (2) GPE promotes (at global and country levels) evidence-based and adaptive planning • (3) GPE promotes and facilitates cross-national sharing of evidence and good practice 	<p>Country level stakeholders have the</p> <ul style="list-style-type: none"> • capabilities (knowledge and skills), • opportunities (resources, conducive external environment), and • motivation (political will, incentives) to jointly and collaboratively improve sector analysis and planning.³¹ <p>GPE has sufficient leverage within the country for GPE financial and non-financial support to influence sector planning, including LEG existence and functioning.</p> <p>EMIS and learning assessment and reporting systems (LAS) produce relevant and reliable data.</p>	<p>Contribution claim A: GPE (financial and non-financial) support and influence contribute to the <i>development</i> of government owned, credible and evidence-based sector plans focused on equity, efficiency and learning.</p>
	<ul style="list-style-type: none"> • (4) GPE fosters clear roles, responsibilities and accountabilities among stakeholders in policy dialogue and their collaboration in a coordinated, harmonized way to solve sector issues • (5) Data on systems, equity, and learning generated through quality EMIS and LAS are fed back and used to inform sector planning • DCP government produces and owns credible and evidence-based sector plans focused on equity, efficiency, and learning 		

³⁰ Critical assumptions are events and conditions necessary for the respective logical link (mechanism) to work.

³¹ Mayne (2017) suggests analyzing changes in individual or organizational 'capacity', as the foundation of behavioral and practice change, by exploring the three interrelated dimensions of capabilities, motivation, and opportunity. See: Mayne, John. *The COM-B Theory of Change Model*. Working paper. February 2017.

#	EXPLANATORY MECHANISM	CRITICAL UNDERLYING ASSUMPTIONS ³⁰	(IMPLICIT) CONTRIBUTION CLAIM
2 - GPE contributions to sector plan implementation, sector monitoring, and dialogue			
2.1	<p>BECAUSE</p> <ul style="list-style-type: none"> • (1) GPE provides CSEF and ASA grants • (2) GPE supports and promotes evidence-based and inclusive national sector monitoring and adaptive planning at global and country levels • (3) GPE promotes and facilitates cross-national sharing of evidence and good practice • (4) GPE fosters clear roles, responsibilities and accountabilities among stakeholders in policy dialogue and their collaboration in a coordinated, harmonized way to solve sector issues • There is mutual accountability for sector progress through inclusive sector policy dialogue and monitoring 	<p>GPE has sufficient leverage at global and country levels to positively influence LEG existence and functioning.</p> <p>Country-level stakeholders have the</p> <ul style="list-style-type: none"> • capabilities (knowledge and skills), • opportunities (including resources), and • motivation (including political will and incentives) to work together to solve education sector issues. 	<p>Contribution claim B: GPE (financial and non-financial) support for inclusive sector planning and joint monitoring contribute to <i>mutual accountability</i> for education sector progress.</p>
2.2	<p>BECAUSE</p> <ul style="list-style-type: none"> • (1) GPE advocates for and establishes mechanisms for increased, harmonized, and better aligned international financing for education, and • (2) GPE funding requirements include the promotion of improvements in domestic financing for education promotes • There is more and better financing for education mobilized in the country. 	<p>GPE has sufficient leverage to influence the amount of and the quality of domestic and international education sector financing.</p> <p>External (contextual) factors permit national and international actors to increase/improve the quality of education sector financing.</p>	<p>Contribution claim C: GPE advocacy and funding requirements contribute to more and better financing for education in the country.</p>
2.3, 2.4, 2.5, 2.6 2.7 and 2.8	<p>BECAUSE</p> <ul style="list-style-type: none"> • (1) GPE provides funding through PDGs and ESPIGS • (2) GPE provides quality assurance, processes, guidelines, capacity building and technical guidance for ESPIG development and implementation 	<p>Relevant country-level actors have</p> <ul style="list-style-type: none"> • the technical capabilities, • motivation (political will, incentives) and • opportunity (funding, conducive environment) to implement all elements of the sector plan. 	<p>Contribution claim D: GPE (financial and non-financial) support and influence contribute to the effective and efficient <i>implementation</i> of sector plans.</p>

#	EXPLANATORY MECHANISM	CRITICAL UNDERLYING ASSUMPTIONS ³⁰	(IMPLICIT) CONTRIBUTION CLAIM
	<ul style="list-style-type: none"> (3) there is mutual accountability for education sector progress (4) the country has developed a credible and evidence-based sector plan (5) more and better domestic and international financing for education is available (6) GPE promotes and facilitates cross-national sharing of evidence and good practice (7) Data on systems, equity, and learning generated through quality EMIS and LAS are fed back and used to inform sector plan implementation The country implements and monitors credible, evidence-based sector plans based on equity, efficiency and learning 	<p>Available domestic and international funding is sufficient in quantity and adequate in quality to implement all elements of the sector plan.</p> <p>Country-level development partners have the motivation and opportunity (e.g. directive from respective donor government) to align their own activities with the priorities of the sector plan and to work through the LEG as a consultative and advisory forum.</p> <p>Country-level stakeholders take part in regular, evidence-based joint sector reviews and apply recommendations deriving from these reviews to enhance equitable and evidence-based sector plan implementation.</p>	
3. From country-level objectives to system-level change (intermediary outcome)			
3.1, 3.2	<p>BECAUSE</p> <ul style="list-style-type: none"> (1) countries implement and monitor realistic, evidence-based education sector plans based on equity, efficiency and learning The education system becomes more effective and efficient towards delivering equitable quality educational services for all <p>BECAUSE</p> <ul style="list-style-type: none"> (1) sector plan implementation includes provisions for strengthened EMIS and LAS (2) because GPE promotes and facilitates sharing of evidence and mutual accountability for education sector progress Country produces and shares disaggregated data on equity, efficiency, and learning 	<ul style="list-style-type: none"> Sector plan implementation leads to changes that address previous shortcomings in sector management, learning and equity. There is sufficient national capacity (technical capabilities, political will, resources) or relevant technical assistance to analyze and report on available data and maintain EMIS and LAS. REVISED during CLE synthesis: Relevant education sector actors use the sector plan as a relevant reference document that guides their 	<p>Contribution claim E: The implementation of realistic evidence-based sector plans contributes to positive changes at the level of the overall <i>education system</i>.</p>

#	EXPLANATORY MECHANISM	CRITICAL UNDERLYING ASSUMPTIONS ³⁰	(IMPLICIT) CONTRIBUTION CLAIM
		priority setting, implementation, monitoring and reporting activities. ³²	
4. From system-level change (intermediate outcomes) to impact			
4	BECAUSE of improvements at the level of the overall education system, there are improved learning outcomes and improved equity, equality, and inclusion in education.	Country-produced data on equity, efficiency and learning allow measuring/tracking these changes. ³³ <i>Revised during CLE synthesis:</i> Sufficient time has passed since introduction of system-level improvements for them to have affected learning outcomes, equity, equality and/or inclusion.	Contribution claim F: Education system-level improvements result in <i>improved learning outcomes</i> and in <i>improved equity, gender equality, and inclusion</i> in education.

³² During the process of compiling the synthesis report, the evaluation team replaced previously stated assumptions with this key one, due to the fact that it became clear that the initially stated assumptions were merely circular statements (i.e. the expectation that sector plan implementation would lead to system level changes), rather than – as an assumption should do – identify a *condition* that allows for this change to take place. In the synthesis report, we have therefore focused on addressing the one remaining assumption related to data availability, and, in addition, discuss the newly added core assumption underlying this logical link within the ToC.

³³ Again, during the process of writing the synthesis report, the evaluation team removed one of the previously two assumptions, given that it merely provided a circular argument (i.e. system level will lead to impact level change) rather than identifying a condition for this to take place.

Appendix III Country contexts

The following three tables provide a brief overview of key characteristics of the 28 countries reviewed through summative and prospective CLE throughout the course of the CLE assignment.

Table III.I Countries assessed through prospective CLE

CONTEXTUAL CHARACTERISTIC	DRC	ETHIOPIA	KENYA	MALAWI	MALI	NEPAL	NIGERIA	ZIMBABWE
Date country joined GPE (FTI)	2012	2004	2005	2009	2006	2009	2012	2013
Income Level (WB data FY 2019 if available)	Low	Lower-middle	Lower-middle	Low	Low	Low	Lower-middle	Low
Fragile/Conflict Affected?	Yes	Yes	No	No	Yes	No	Yes	Yes
Major/relevant contextual changes	Elections held in December 2018 after 2 years without stable government. Ebola outbreak in the eastern regions in 2019.		Transition from LIC to LMIC occurred in 2015. Ongoing tensions with teachers, with threats of strikes in 2018 and 2019.		Military coup followed by a period of instability in 2012. Conflict in the north provinces spread to the central provinces in 2016-17.	Recent transition towards devolution in line with new constitution. Ongoing recovery from earthquake in 2016. Transition to LMIC in 20	Elections in 2019. Ongoing conflict and instability in North Eastern States.	Increasing economic difficulties, including severe inflation
Ministry responsible for Basic Education	Ministry of Primary and Secondary Education and New Citizenship (MEPS-INC)	Ministry of Education	Ministry of Education, Science and Technology	Ministry of Education, Science and Technology	Ministry of National Education and Literacy (MEN)	Ministry of Education	Ministry of Education	Ministry of Primary and Secondary Education (MoPSE)

CONTEXTUAL CHARACTERISTIC	DRC	ETHIOPIA	KENYA	MALAWI	MALI	NEPAL	NIGERIA	ZIMBABWE
Other ministries responsible for (parts of) the education sector	Ministry of Technical and Professional Education (METP) Ministry of Higher Education (MESU)			Ministry of Higher Education and Scientific Research (MESRS); Ministry of Employment and Professional Training (MEFP)	Ministry of Secondary Education and Scientific Research (MESRS) Ministry for Technical and Professional Education (MEFP)			Ministry of Higher Education, Science and Technology Development (MoHTESD)
School-age population by education level	Pre-primary: 8,095,128 Primary: 13,680,353 Secondary: 10,779,097	Pre-primary: 8,526,664 Primary: 16,111,462 Secondary: 14,940,912	Pre-primary: 4,187,779 Primary: 7,999,897 Secondary: 6,980,469	Pre-primary: 1,724,809 Primary: 3,168,362 Secondary: 2,618,825	Pre-primary: 2,497,863 Primary: 3,170,022 Secondary: 2,453,576	Pre-primary: 1,132,667 Primary: 3,083,235 Secondary: 4,685,683	Pre-primary: 5,779,085 Primary: 31,037,469 Secondary: 25,346,640	Pre-primary: 984,659 Primary: 3,028,319 Secondary: 2,146,723
Out of school rate for children of primary age³⁴	13.02%	32%	8.8%	6.27%	32.74 %	3536		6.6%
Size and duration of ESPIG during core review period in US\$ million	100 (2017-2021)	99.5 (2017-2019)	88.4 (2015-2019)	44.9 (2016-2020)	41.7 (2013-2017)	59.3 (2016-2019)	100 (2015-2019)	29.4 (2016-2020)
ESPIG during core review period approved under	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes

³⁴ As per UIS data November 2018.

³⁵ The 2015 estimate of the number of out-of-school children (OOSC) in Nigeria is 13.5 million (UIS), but not data available on OOSC rate.

³⁶ UIS data indicates that the total number of OOSC (age 7-12) was 101,223 in 2017, but no data available on OOSC rate.

CONTEXTUAL CHARACTERISTIC	DRC	ETHIOPIA	KENYA	MALAWI	MALI	NEPAL	NIGERIA	ZIMBABWE
New Funding Model?								
Size and duration of last ESPIG before core review period, if applicable. In US\$ million.	100 (2013-2017)	100 (2014-2018)	121 (2005-2008)	90 (2010-2015)	6.5 (2007-2010)	117.7 (2010-2014)	n.a.	23.6 (2014-2016)
Core review period covered by CLE [5]	2017-2019	2017-2019	2017-2019	2017-2019	2017-2019	2017-2019	2017-2019	2017-2019
Data availability	EMIS data not regularly published and unreliable. LAS 'under development' ³⁷	EMIS in place but some data gaps. LAS 'under development'	Strong data from ESA, with NEMIS nascent. Good Learning outcomes data from a number of national and international LAS 'established'	EMIS in place but with some data gaps/weaknesses. LAS 'established' but only baseline assessment data (2017) available, thus not allowing trend analysis.	EMIS data published regularly, though reliability varies between regions. LAS 'under development'	EMIS data regularly published and reliable. LAS established.	EMIS exists but produces fragmented and unreliable data. LAS 'under development'	EMIS data generally good but with some gaps. LAS 'established'

³⁷ As per GPE Results Framework Indicator 15 (2018 data).

Table III.II Countries assessed through summative CLE in 2019/2020

CONTEXTUAL CHARACTERISTIC	BANGLADESH	CAMBODIA	GUINEA	MAURITANIA	MOZAMBIQUE	RWANDA	SENEGAL	SOUTH SUDAN	TAJKISTAN	THE REPUBLIC OF KYRGYZ	TOGO	UGANDA	ZAMBIA
Date country joined GPE (FTI)	2015	2006	2002	2002	2003	2006	2006	2012	2005	2006	2009	2011	2008
Income Level (WB data FY 2019 if available)	Lower-middle	Lower-middle	Low	Lower-middle	Low	Low	Low	Low	Lower-middle	Lower-middle	Low	Low	Lower-middle
Fragile/Conflict Affected?	No	No	No	No	No	Yes	No	Yes	No	No	Yes	Yes	No
Major contextual changes/ events	Conflict-Rohingya a refugee crisis		Ebola outbreak 2014/15; teachers' strikes 2017/ 18					Conflict					
Ministry responsible for Basic Education	Ministry of Primary and Mass Edu. (MoPME) and Ministry of Education (MoE)	Ministry of Education, Youth, and Sports (MoEYS)	Ministère de l'Éducation Nationale et de l'Alphabétisation, MENA	Ministry of Social Affairs, Women and Children (MASEF) and the Ministry of National Education (MEN)	Ministry of Education and Human Development (MINEDH)	Ministry of Education (MINEDUC)	Ministry of National Education (MEN)	Ministry for General Education and Instruction (MoGEI)	Ministry of Education and Science (MoES)	Ministry of Education & Science (MOES)	The Ministry of Primary and Secondary Education (MEPS)		Ministry of General Education (MoGE)

CONTEXTUAL CHARACTERISTIC	BANGLADESH	CAMBODIA	GUINEA	MAURITANIA	MOZAMBIQUE	RWANDA	SENEGAL	SOUTH SUDAN	TAJIKISTAN	THE REPUBLIC OF KYRGYZ	TOGO	UGANDA	ZAMBIA
Other ministries responsible for (parts of) the education sector	Directorate of Madrasah Education (DME)	Ministry of Labor and Vocational Training (MoLVT)	Ministry of Technical Education, Vocational Training, Employment and Labor. Ministry of Higher Education & Scientific Research	Ministry of Higher Education and Scientific Research (MESRS); Ministry of Employment, Professional training, & New Technologies; Ministry of Islamic & Religious Teaching (MAIEO)	Ministry of Science and Technology, Professional, & Higher Education (MINCTETP)	Ministry of Local Government	Ministry of Higher Education, Research and Innovation (MESRI); Ministry of Vocational Training, Learning & Handicrafts (MFPAA)	Ministry of Higher Education, Science, & Technology (MoHES T)		Ministry of Labour and Social Protection (MLSP) Ministry of Health, and the State Commission on Culture.	Ministry of Technical Education and Professional Training (METFP); Ministry of Higher Education & Research (MESR); Ministry of Social Action, Promotion of Women & Literacy (MASPFA)		Ministry of Higher Education (MoHE)

CONTEXTUAL CHARACTERISTIC	BANGLADESH	CAMBODIA	GUINEA	MAURITANIA	MOZAMBIQUE	RWANDA	SENEGAL	SOUTH SUDAN	TAJKISTAN	THE REPUBLIC OF KYRGYZ	TOGO	UGANDA	ZAMBIA
School-age population by education level	Children of School Age (2017), Pre-primary: n/a Primary: 15,528,512 Secondary: 17,088,439 Higher Secondary Education: n/a	Students in School, Pre-primary: 1,060,950; Primary: 2,031,602; Lower Secondary: 911,211; Upper Secondary: 873,311	School aged population (2019) Pre-primary: 1,107,107; Primary: 2,052,385; Lower Secondary: 1,227,713; Upper secondary: 839,827	School aged population (2019): Pre-primary: 374,234; Primary: 674,701; Lower Secondary: 391,244; Upper Secondary: 268,182	School age population (2019), pre-primary: 2,820,156; primary: 5,963,908; lower secondary: 2,258,046; upper secondary: 1,399,140	Children of School, Age Pre-primary: 1.9 million Primary: 1.9 million Secondary: 0.8 million Upper Secondary: 0.7 million	Children of School Age, Pre-Primary: 1,345,197 Primary: 2,426,470 Lower Secondary: 1,424,911 Upper Secondary: 959,809	School age population (2019), pre-primary: 982,046 primary: 1,783,612; lower secondary: 539,051; upper secondary: 987,558	School age population (2018), pre-primary: 959 primary: 702.0; secondary: 838,709; lower secondary: 858 upper secondary: 940; secondary: 321 545	Children of School Age, Pre-primary: 566,169 Primary: 489,849 Lower Secondary: 485,689 Upper Secondary: 189,302	Children of School Age, Pre-primary: 0.41million Primary: 1.22million Lower Secondary: 0.72million Upper Secondary: 0.15million	School age population (2019), pre-primary: 4,336,435; primary: 9,163,260; lower secondary: 4,429,965; upper secondary: 1,987,678	Children of School Age, Pre-primary: 2,151,098 Primary: 3,292,072 Secondary: 2,005,070 Tertiary: n/a
Out of school rate for children of primary age (most recent available data)	4.8 % in-2017	4.4% in 2018	33 % (primary and secondary combined) in 2018	24.9% in 2016	12.5 % in 2017	No data	24.8% in-2017	No data	0.5% in 2017	1.46 % in 2017	8.3% in 2017.	Estimated at around 24% in 2019	13.98 % in 2017

CONTEXTUAL CHARACTERISTIC	BANGLADESH	CAMBODIA	GUINEA	MAURITANIA	MOZAMBIQUE	RWANDA	SENEGAL	SOUTH SUDAN	TAJIKISTAN	THE REPUBLIC OF KYRGYZ	TOGO	UGANDA	ZAMBIA
Size and duration of ESPIG during core review period in US\$ million	100 (2015-2017)	38.5 (2014-2017)	37.8 (2015-2019)	12.4 (2014-2018)	57.9 (2015-2019)	25.2 (2015-2018)	46.9 (2014-2018)	36.1 (2013-2018) 6 (2018-2019)	16.2 (2013-2017)	12.7 (2014-2018);	27.8 (2015-2019)	100 (2014-2019) 0.5 (2018)	35 (2013-2018)
ESPIG during core review period approved under New Funding Model?	Yes	Yes	No	No	Yes	Yes	No	No	No	No	No	No	No
Size and period of last ESPIG <i>before</i> core review period, if applicable. In US\$ million.	n/a	57.4 (2008-2012)	24 (2010-2014)	13.9 (2008-2012)	79 (2008-2010)	35 (2009-2010)	79.7 (2009-2014)	n/a	13.5 (2010-2013)	5.6 (2011-2012)	44.9 (2010-2014)	n/a	60.2 (2009-2011)
Core review period covered by CLE	2010-2020	2014-2019	2015-2019	2012-2018	2012-early 2019	2013-2018	2012-2018	2012-2018	2012-2019	2010-2020	2014-2019	2011-2019	2011-early 2019
Data availability	EMIS fragmented between sub-sectors.	EMIS in place and functioning albeit with some gaps. LAS	EMIS in place but data gaps. LAS 'established'.	EMIS exists but has limitations. LAS 'under development'	EMIS in place but data gaps and issues re	No EMIS in place. LAS exists and	Multiple not coordinated EMIS but generally	Functioning EMIS in place. Data on learning	EMIS in place but data gaps. LAS	EMIS in place. LAS 'nascent'	EMIS exists but has limitations. LAS	EMIS in place but unreliable.	EMIS exists but data gaps and issues with data reliability.

CONTEXTUAL CHARACTERISTIC	BANGLADESH	CAMBODIA	GUINEA	MAURITANIA	MOZAMBIQUE	RWANDA	SENEGAL	SOUTH SUDAN	TAJKISTAN	THE REPUBLIC OF KYRGYZ	TOGO	UGANDA	ZAMBIA
	LAS established.	'established' but insufficient data to determine trends during (parts of) review period			data quality. LAS 'established'	provides data.	strong data. LAS 'established'	outcomes inconclusive.	'nascent'.		'established'	LAS 'established'	LAS 'established'

Table III.III Countries assessed through summative CLE in 2018/2019

CONTEXTUAL CHARACTERISTIC	BURKINA FASO	COTE D'IVOIRE	GUYANA	LIBERIA	PAKISTAN		SIERRA LEONE	THE GAMBIA
					SINDH	BAL. ³⁸		
Date country joined GPE (FTI)	2002	2010	2002	2007	2012		2007	2003
Income level	Low	Lower Middle	Upper Middle	Low	Lower Middle		Low	Low
Fragile or Conflict Affected Country?	No	Yes	No	Yes	Yes		Yes	Yes
Ministry responsible for Basic Education	Ministry of National Education and Literacy (MENA)	Ministry of National Education and Technical Vocational Education and	Ministry of Education	Ministry of Education (MOE)	Ministry of Federal Education and Professional Training (MFEPT)		Ministry of Education, Science and Technology (MEST)	Ministry of Basic Education (MoBSE)

³⁸ Balochistan

CONTEXTUAL CHARACTERISTIC	BURKINA FASO	COTE D'IVOIRE	GUYANA	LIBERIA	PAKISTAN		SIERRA LEONE	THE GAMBIA
					SINDH	BAL. ³⁸		
		Training (MENETFP)						
Other ministries with responsibilities for (parts of) the education sector	Ministry of Higher Education, Scientific Research and Innovation (MESRSI); Ministry of Youth and Employment (MJFIP)	Ministry of Higher Education and Scientific Research (MESRS)	n.a.	n.a.	Sindh Education and Literacy Department (SELD)	Balochistan Secondary Education Department (BSED)	n.a.	Ministry of Higher Education, Research, Science and Technology (MoHERST)
School-age population by education level³⁹	Pre-primary: 1,841,518 Primary: 3,246,883 Secondary: 3,049,276	Pre-primary: 2,169,469 Primary: 3,817,478 Secondary: 3,819,184	Pre-primary: 43,809 Primary: 88,582 Secondary: 81,673	Pre-primary: 412,444 Primary: 753,782 Secondary: 645,347	Pakistan overall: Pre-primary: 9,793,071 Primary: 22,608,282 Secondary: 27,549,822		Pre-primary: 668,039 Primary: 1,230,035 Secondary: 1,204,537	Pre-primary: 265,910 Primary: 339,625 Secondary: 279,405
Out of school rate for children of primary age (most recent available data)	23% (2017)	10.99% (2017)	No data	63.25% (2016)	Pakistan overall: estimated 23.55% (2017)		0.82% (2016)	21.37% (2017)
Size and duration of ESPIG during core review period in US\$ million	78.2 (2013-2017)	41.4 (2013-2017)	1.7 (2015-2018)	40 (2010-2016)	66 (2015-2018)	34 (2014-2018)	17.9 (2014-2017)	6.9 (2014-2018)
ESPIG during core review period approved under New Funding Model?	No	No	No	No	No	No	No	No
Size and duration of last ESPIG <i>before</i>	102 (2009-2012)	n.a.	32.9 (2004-2012)	n.a.	n.a.	n.a.	11.7 (2008-2012)	27.9 (2009-2013)

³⁹ As per UIS data November 2018.

CONTEXTUAL CHARACTERISTIC	BURKINA FASO	COTE D'IVOIRE	GUYANA	LIBERIA	PAKISTAN		SIERRA LEONE	THE GAMBIA
					SINDH	BAL. ³⁸		
core review period, if applicable. In US\$ million.								
Relevant contextual changes/developments affecting the period under review	Military coup in 2014	Civil war from 2002-2007, renewed fighting following the 2010 elections, which was ended by a military intervention in 2011.	Discovery of offshore petroleum led to increase of GDP per capita and disparity between coastal and 'hinterland' regions.	Ebola crisis (2014-2015)	Devolution: decision-making authority in education shifted from federal to provincial governments (2010)	Civil war (1991 to 2002); Ebola crisis (2014)	Regional Ebola-related crisis (external) and political unrest in 2016	
Core review period covered by CLE	2012-2017	2012-2017	2014-early 2018	2010-2017	2014-early 2018	2014-early 2018	2014-early 2018	
Data availability	EMIS established and relatively strong. LAS 'established'	EMIS established and relatively strong. LAS 'established', however, insufficient data to assess changes/trends during the CLE review period.	EMIS exists but data gaps. LAS 'under development'	EMIS exists but data gaps. LAS 'nascent'	EMIS exist in both provinces with some data gaps. LAS 'established' (at federal level, as well as in Sindh)	EMIS exists and for the most part produces reliable data. LAS 'under development'	EMIS exists and, for the most part, produces reliable data. LAS 'established'	

Appendix IV Methodology

Background and purpose of the final synthesis report

6. The Global Partnership for Education (GPE) is a multilateral global partnership and funding platform established in 2002 as the Education for All Fast Track Initiative (EFA/FTI) and renamed GPE in 2011. GPE aims to strengthen education systems in developing countries, in order to ensure improved and more equitable student learning outcomes, as well as improved equity, gender equality and inclusion in education.⁴⁰ GPE brings together developing countries, donor countries, international organizations, civil society, teacher organizations, the private sector and foundations.

7. Summative evaluations were conducted at or around the time of GPE Education Sector Plan Implementation Grant (ESPIG) completion in a country, while prospective evaluations followed GPE's activities and programs from 2017 up until 2019 with the intent to provide a continuous review of the effectiveness of GPE's operational model in the respective countries. The evaluations assessed the functioning of the full partnership at country level, not just the role of the Secretariat or the use of GPE funds.⁴¹

Overview

8. This report presents a synthesis of key CLE findings related to the following four 'Key Questions' (KQs) as described in revised evaluation matrix ([Appendix I](#)) described in the [2018 CLE inception report and its subsequently revised version](#).

- 1) Has GPE support contributed to achieving country-level objectives related to sector planning, sector plan implementation, sector dialogue and monitoring, and more/better financing for education? If so, then how? If not, why not?
- 2) Has sector plan implementation contributed to making the overall education system in the reviewed countries more effective and efficient?⁴²
- 3) Have changes at education system level contributed to progress towards impact (changes in learning outcomes, equity, gender equality and inclusion)?
- 4) What are implications of evaluation findings for GPE?

⁴⁰ Global Partnership for Education (2016): GPE 2020. Improving learning and equity through stronger education systems.

⁴¹ This includes the roles played by developing country governments, organizations acting as Coordinating or Grant Agents, and Local Education Group (LEG) members.

⁴² The evaluation team understands 'education systems' as collections of institutions, actions and processes that affect the educational status of citizens. Systems are made up of many actors (teachers, parents, politicians, bureaucrats, civil society organizations) interacting with each other in different institutions (schools, ministry departments) for different reasons (developing curriculums, monitoring school performance, managing teachers). All these interactions are governed by rules, beliefs and behavioral norms. (See, for example, Moore, Mark. 2015. Creating Efficient, Effective, and Just Educational Systems through Multi-Sector Strategies of Reform. RISE Working Paper 15/004, Research on Improving Systems of Education, Blavatnik School of Government, Oxford University, Oxford, U.K.) Reflecting this broad definition, 'system level changes' in the CLEs refer both to issues addressed under Strategic Goal #3 as outlined in the GPE 2020 results framework, but also to additional country-specific indicators related to removing barriers to education access, quality and sector management.

9. The guiding frameworks for compilation of the synthesis report were (i) the original and revised evaluation matrices ([Appendix I](#)); and (ii) the generic country-level theory of change (ToC) discussed in [Chapter 1.4](#) and elaborated on in [Appendix II](#). As was the case for the FY 2018 synthesis report, this final report uses Thematic Analysis⁴³ to identify and systemize patterns across individual country cases. See Box 1.1. To this end, in a first step, findings and supporting information provided in individual CLE reports were coded according to categories derived from the (sub-)questions and indicators in the country-level evaluation matrix, as well as based on thematic sub-topics that had emerged from the first synthesis report.⁴⁴ In a second step, the sorted data were reviewed to identify emerging themes or patterns, including the existence of ‘outliers’, e.g. areas in which findings for one or few CLEs positively or negatively differed from those of most others. Thirdly, once themes/patterns were identified, the evaluation team reviewed (combinations of) key factors to establish which ones were likely to have facilitated or hindered results achievement.⁴⁵ The main factors explored in this regard were:

Box 1.1: Rationale for choosing Thematic Analysis

As noted in the assignment inception report, the evaluation team had originally intended to use Qualitative Comparative Analysis (QCA) to identify different combinations of factors that are necessary or sufficient to obtain envisaged results in a given context.⁴⁶ Applying QCA requires the ability to isolate a limited number of likely factors that can explain why a specific change has or has not occurred. However, the situations and processes assessed in the CLEs for this report present (i) many plausible factors and a large set of combinations;⁴⁷ and (ii) not one, but several complex, often emergent and intertwined change processes.⁴⁸

Thematic Analysis was chosen as a suitable alternative approach as it allows to identify emerging themes and patterns across cases as well as (combinations of) factors likely to have affected results.

⁴³ See, Alert J. Mills, Gabrielle Durepos and Elden Weibe. 2010. *Encyclopaedia of Case Study Research; Thematic Analysis*. Sage Publications.

⁴⁴ For example, in relation to country-level evaluation questions on GPE contributions to sector planning, CLE findings were first organized along the broad categories of (i) strengths/weaknesses of sector plan preparation and (ii) GPE contribution to sector planning. Within each of these broad categories, data was then coded according to specific sub-issues addressed in the evaluation matrix as well as by issues that had emerged in the first synthesis report, such as the extent to which final ESP met GPE quality standards, the observed degree of DCP government leadership and ownership; the degree to which ESP development was participatory and inclusive (and which, if any, specific groups had not been sufficiently included), but also information on whether CLEs found that stakeholders later actually used the sector plan as a common reference point.

⁴⁵ And/or to explain the absence of differences, e.g. in cases where all/most CLEs presented similar findings across the very diverse contexts.

⁴⁶ For information on QCA, see, for example: Baptist, C. and Befani, B. (2015): *Qualitative Comparative Analysis: A Rigorous Qualitative Method for Assessing Impact*. Available at: <http://www.coffey.com/assets/Ingenuity/Qualitative-Comparative-Analysis-June-2015.pdf>.

⁴⁷ See [Chapter 1.5](#) and Appendix III for details on diverse country contexts.

⁴⁸ In addition, in countries such as Nigeria the unit of analysis was complex, given that both federal and state-level systems shared responsibilities for the education sector.

- The underlying assumptions related to the contribution claims in the GPE country-level theory of change⁴⁹ and the extent to which these did or did not hold in the different countries (as stated in individual CLE case study reports)
- The duration and nature of countries' GPE membership (e.g., size and types of past, current, and expected future GPE grants)
- Country contextual characteristics, including income status, categorization or not as fragile/conflict affected country (FCAC), presence or absence of significant shocks (political changes, health crises, natural disasters), as well as qualitative indicators such as the extent to which the country has a history and tradition of inclusive and participatory education sector processes, Ministry of Education and overall government effectiveness and efficiency, and the respective country's political economy and civic space.

10. The results of this analysis are captured in explicit findings, each of which is accompanied by a summary of the supporting evidence and information on key factors that likely influenced the nature, degree, and contextual variances in observed changes and related GPE contributions. In the analysis and formulation of findings, all CLEs were assigned equal weight regardless of differences between the respective countries (such as in terms of population size, income level or status as fragile or conflict affected) and regardless of differences in terms of GPE support (e.g. in terms of how long the respective country had been a GPE member, or how many ESPIGs the country had received so far and at what amounts). The report compares and notes differences between countries and, to the extent possible, formulates hypothesis over likely reasons for observed variances, and formulates high-level implications for GPE's country-level theory of change, operational model and support strategies that derive from the presented insights.

Data sources for this final synthesis report

11. The 28 individual summative and prospective CLE case studies drew upon a wide range of primary and secondary data, including (i) relevant documents from the Secretariat, GPE Grant Agents (GA) and Coordinating Agencies (CA), developing country partner (DCP) governments and development partners; (ii) UNESCO Institute for Statistics (UIS) and OECD databases; (iii) selected literature relevant to specific aspects of improving education systems; (iv) consultations with a wide range of stakeholders including from the GPE Secretariat, DCP governments, local education group (LEG) members, other development partners (including CA and GA) and civil society organizations, and school-level stakeholders (teachers, principals, parent-teacher associations).

12. This final synthesis report draws upon the summative and prospective evaluation reports for the 28 partner countries in the CLE sample,⁵⁰ each of which is based on and provides references to the various specific data sources on which the respective analysis is based and reflects feedback obtained from the GPE Secretariat, the Independent Technical Review Panel (ITRP) and in-country stakeholders. To facilitate readability and keep the number of footnotes within a reasonable limit, this synthesis report does not provide original data sources for reported country trends. Readers interested in exploring specific

⁴⁹ Contribution claims are hypotheses about GPE's intended contributions to change – logically derived from GPE's 2016-2020 results framework and theory of change – that are being tested and validated in this study. See Appendix II. Both the contribution claims and related underlying assumptions were developed in a collaborative process by the evaluation team and the Secretariat.

⁵⁰ Final evaluation reports in case of summative CLE, and baseline reports, first annual reports and final reports for the prospective CLE. The synthesis report also reflects discussions of these reports held during the FY 2019 learning workshop that took place in November 2019.

information in more depth are encouraged to consult the CLE report(s) for the respective country, which are published on the [GPE website](#).

13. The report also draws upon a 2019 desk study constituting the first part of an Evaluation of GPE's Support to Sector Plan Development conducted by Universalialia on behalf of the Secretariat, which reviewed sector planning documents from a sample of 16 countries, 11 of which were also covered by either summative or prospective CLEs. This document is hereafter referred to as the 2019 desk study. Finally, the synthesis report has been informed by feedback on the overarching findings deriving from the CLEs provided by the GPE Secretariat staff and ITRP members during a learning workshop in November 2019.

Limitations

14. The compilation of this final synthesis report faced the following limitations:

- The original intention behind the prospective CLEs had been to monitor and document in-country changes as they unfold. In practice, however, the timeframe covered by the prospective CLEs was too short, and types of processes in question too long-term and slow moving to allow for observing significant changes between Year 1 and Year 2. In this synthesis report we therefore do not consistently comment on whether each prospective CLE had observed changes during the respective review period.⁵¹
- Two factors prevented the CLEs from drawing robust conclusions about likely links between sector plan implementation and related system-level improvements on the one hand, and impact-level trends in terms of learning outcomes and equity/gender equality on the other hand. The first is the relatively short time-period covered by the 28 CLEs, which typically spanned 4-5 years (i.e. one ESPIG grant cycle). The time lag between system-level changes and resulting improvements in impact-level trends, and the fact that impact level data typically only becomes available at least two years after the fact, meant that in most cases available impact-level data covered only the years before, or partway through, the respective review period. As such, higher-level trends likely derived from changes initiated prior to the CLE review period. The second factor was that in many countries system and/or impact level data were either missing or were not fully reliable, e.g. due to the fact that data such as on enrollment rates, out of school children or pupil/teacher ratios did not always take into account learners enrolled in private/faith-based or community institutions. Resulting limitations to drawing conclusions about related elements in the country-level theory of change are explicitly highlighted in this report.
- While all CLEs addressed the same evaluation questions and indicators, individual evaluation reports varied in the level of detail provided on different issues – sometimes due to differences in the types, quality, and timeliness of data available in the country context. This sometimes made it difficult to synthesize and compare data across countries. To mitigate this limitation, where required, the evaluation team sometimes used relatively broad categories to capture information from as many countries as possible.⁵² Where applicable, the synthesis report clearly identifies data gaps and differences in the types of available data.

⁵¹ The review period varied by country depending on the years covered by the latest fully or largely implemented ESPIG. In addition, in relation to system and impact level data, CLEs often reviewed data from years preceding that period, depending on for which years data was available. Details on individual country review periods are provided in Appendix III.

⁵² For example, in Chapter 4 on system level change, the synthesis report deliberately introduced broad categories such as 'changes in MoE capacity' to capture a variety of different improvements observed.

Appendix V Details on color coded overview tables

15. The following tables provide additional detail on the brief rationale provided in CLE reports for the respective chosen color coding in overview tables for sector plan preparation, sector dialogue, sector monitoring and sector plan implementation. For sector financing, the detailed overview table is included in the main body of the report.

Sector Plan Preparation

COUNTRY (SECTOR PLAN DURING CORE REVIEW PERIOD)	PROGRESS TOWARDS GOVERNMENT-OWNED, ROBUST ESP ⁵³	LIKELY DEGREE OF GPE CONTRIBUTION
Prospective CLE		
DRC <i>SSEF⁵⁴ (2016-2025)</i>	Strong: The DRC has a comprehensive education sector plan developed in a government led, inclusive, participatory, and evidence-based manner.	Strong: GPE financial and non-financial support contributed to a more inclusive strategy informed by a thorough sector analysis.
Ethiopia <i>ESDP⁵⁵ V (2016-2020)</i>	Strong: The plan is government-owned, credible, evidence-based, and complemented by the Multi Year Action Plan (MYAP) and results framework.	Modest: GPE did not contribute directly to sector plan development but provided funding for the MYAP to accompany the plan. GPE has not contributed directly to the Roadmap process that is driving preparation of the next sector plan.
Kenya <i>KNESSP⁵⁶ 2018-2022</i>	Strong: The KNESSP is a robust and comprehensive document well rooted in evidence that meets GPE quality standards. Plan development has been government driven.	Modest: GPE did not provide any financial support to preparation of the KNESSP but support its development through technical support including GPE guidelines for sector plan development.
Malawi <i>ESP (2008- 2020)</i>	Moderate: Malawi's ESP is government owned, evidence-based and was developed through inclusive processes. However, remaining plan weaknesses raised at the appraisal stage were not sufficiently addressed before the plan was approved.	Strong: GPE contributed significantly to planning in Malawi. Financial contributions include the ESPDG and non-financial contributions include a focus on inclusive processes and improving the depth of the plan.

⁵³ For sector plan in place during majority of the respective review period.

⁵⁴ Strategie Sectorielle d'Education de la Formation.

⁵⁵ Education Sector Development Program.

⁵⁶ Kenya National Education Sector Strategic Plan

COUNTRY (SECTOR PLAN DURING CORE REVIEW PERIOD)	PROGRESS TOWARDS GOVERNMENT-OWNED, ROBUST ESP ⁵³	LIKELY DEGREE OF GPE CONTRIBUTION
Mali <i>PRODEC⁵⁷ II (2019-2018)</i>	Strong: Mali has a credible, evidence-based education sector plan grounded on a thorough education sector analysis and developed in a government-led and inclusive process.	Strong: GPE contributed significantly to sector planning through financial (ESPDG) and non-financial support.
Nigeria (various state level MTSS 2015-2019)	Moderate: Advances in education sector planning since 2013, with improvements in both the process and products of state level planning.	Moderate: GPE's focus on planning has catalyzed DP focus on planning and enabled the changes that have taken place. However, the changes are modest.
Nepal <i>SSDP⁵⁸ (2016-2021)</i>	Strong: Nepal's SSDP is government-owned, credible and evidence-based. It meets all seven of GPE's ESP quality criteria and is focused on three Key Results Areas of equity, efficiency and leaning.	Strong: GPE has contributed significantly to education sector planning in Nepal. Financial contributions include two ESPDGs; technical contributions include support on indicator development, sector analysis and grant management.
Zimbabwe <i>ESSP (2016-2020)</i>	Moderate: The ESSP is a robust document, and planning was inclusive and government owned. However, important gaps include the absence of related operational plans, particularly at the sub-national level.	Strong: GPE support has been a driving force in the development of the ESSP.
Summative CLEs 2019⁵⁹		
Bangladesh <i>PEDP⁶⁰⁻³ (2011-2017) and PEDP-4 (2018-2023)</i>	Strong: Some of the improvements that have been made to the revised PEDP 3 and PEDP 4 seem to follow good existing practice, albeit without having addressed important shortcomings of the previous program. The programs have become more government-owned and evidence-based.	Low: GPE was not actively involved in the design stage of both PEDP-3 and PEDP-4. ⁶¹
Cambodia <i>ESP 2019-2023</i>	Strong: During the review period, Cambodia strengthened its education sector planning system. The latest ESP illustrates a high degree of government ownership in terms of content and process and its quality improved from initial draft to final version.	Moderate: GPE funding requirements and GPE's enhanced independent appraisal process contributed to better sector dialogue on planning and an improved plan. The 2016 Rapid Education Sector Analysis (ESA), partially financed by GPE, helped strengthen the plan's evidence base.

⁵⁷ Programme Décennal de l'Éducation

⁵⁸ School Sector Development Plan

⁵⁹ Summative CLEs conducted in 2018 did not include the same breakdown of the color coding by progress towards the envisaged objective on the one side and likely degree of GPE contribution' on the other side.

⁶⁰ Primary Education Development Program

⁶¹ Please note, however, that the Bangladesh CLE noted that GPE's likely contribution to a new, comprehensive sector plan currently under development is 'strong'.

COUNTRY (SECTOR PLAN DURING CORE REVIEW PERIOD)	PROGRESS TOWARDS GOVERNMENT-OWNED, ROBUST ESP ⁵³	LIKELY DEGREE OF GPE CONTRIBUTION
Guinea <i>PSE-2⁶² (2015-2017); PRODEG⁶³ (2020-30)</i>	Strong. Both plans developed during the review period are robust, but there are limitations in terms of government ownership.	Strong. ESPIG funding requirements, ESPDG funds and GPE guidelines and QAR processes contributed significantly to successful sector analysis and planning processes for the PSE-2 and ProDEG.
Mauritania <i>PNDSE⁶⁴ II (2011-2021)</i>	Strong: The education sector plan in Mauritania was credible, i.e. it met GPE/IIEP guidelines and quality criteria	Strong: GPE support was a key factor influencing sector planning processes and content.
Mozambique <i>2015-2018 Operational plan</i>	Strong: Sector plan developed through a participatory, evidence-based process. The final plan improved compared to previous one in prioritization and achievability.	Strong: GPE financial and non-financial support contributed to a more relevant and evidence-driven plan and planning process.
Kyrgyz Republic <i>Education Development Strategy (EDS) 2030</i>	Insufficient data: While the 2018-19 ESA marked an improvement over the previous period, for which no ESA was conducted, moderately participatory plan development and a mixed picture of plan achievability did not change significantly between the two planning periods.	Limited: While evidence suggests that GPE financial and non-financial support contributed to the availability of evidence through support to an ESA and additional analyses, this evidence was not consistently deployed in planning.
Rwanda <i>Education Sector Strategic Plan (ESSP) 2013-2018</i>	Strong: The GoR led a participatory process that resulted in an evidence-based sector plan with significant improvements from previous ESSPs.	Strong: Both GPE financial and non-financial support contributed to a more rigorous planning process and enhanced the plan's evidence base.
Senegal <i>PAQUET⁶⁵ 2013-2025</i>	Strong: The 2013-2025 ESP was rated as satisfactory. The subsequent PAQUET 2018-2030 constituted a further improvement.	Strong: GPE financial and non-financial support contributed to noted improvements. In ESP development.
South Sudan <i>General Education Sector Plans (GESP) 2012-17 & 2017-21</i>	Strong: South Sudan developed its two first ever sector plans, with the second one improving on the quality of the first one in some areas. The government owned both planning processes.	Strong: GPE funding and GPE's quality-assurance and appraisal processes contributed to better planning processes and better plans.

⁶² Programme Sectoriel de l'Éducation

⁶³ Programme Décennal de l'Éducation en Guinée

⁶⁴ Programme National de Développement du Secteur Éducatif

⁶⁵ Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence

COUNTRY (SECTOR PLAN DURING CORE REVIEW PERIOD)	PROGRESS TOWARDS GOVERNMENT-OWNED, ROBUST ESP ⁵³	LIKELY DEGREE OF GPE CONTRIBUTION
Tajikistan <i>NSED⁶⁶ 2012-2020</i>	Strong: The MoE led a participatory process to develop the 2012-2020 NSED. There are some limitations regarding its evidence base	Strong: GPE financial and non-financial support contributed to a more relevant and evidence-driven plan and planning process.
Togo <i>PSE 2010-2020 and 2014-2025</i>	Strong: PSEs developed in 2010 and 2014 were participatory and led by government and were based on ESAs.	Strong: GPE financial and non-financial support contributed to improving the relevance and quality of sector planning processes over time.
Uganda <i>ESSP 2017-2020</i>	Moderate: ESSP 2017-2020 was approved and launched by GoU, but never endorsed by EDPs and showed significant shortcomings. It is not yet clear to which these will be addressed in the upcoming ESSP 2020-2025 given the weak existing evidence base available to inform it.	Moderate: The ESSPs of 2010-15 and 2017-20 were developed without financial support from GPE. For ESSP 2010-2015, GPE (then EFA-FTI) required an independent appraisal, which was however not reflected in the final plan. The ESSP 2020-2025, under development, has benefitted from an ESPDG.
Zambia <i>ESSP 2017-2021</i>	Strong: MoGE and MoHE led a data-driven process to develop the 2017-2021 ESSP, representing improvement over the 2011-2015 plan in prioritization and relevance.	Strong: GPE financial and non-financial support contributed to a more relevant and data-driven plan and planning process.

⁶⁶ National Strategy for Education Development

Sector dialogue

COUNTRY	PROGRESS TOWARDS MUTUAL ACCOUNTABILITY (SECTOR DIALOGUE)	LIKELY DEGREE OF GPE CONTRIBUTION TO SECTOR DIALOGUE CHANGES
Prospective CLE		
DRC	Limited- Sector dialogue structures, such as the LEG, have not been functioning for the majority of the review period.	Limited- Little coordination among GPE actors including the CA and GA.
Ethiopia	Moderate- Dialogue frequent but limited to basic education. There are difficulties balancing technical dialogue over strategic discussions. Attempts have been made to improve inclusiveness with the incorporation of CSOs and Ethiopian Teacher Association but the potential from their participation has not been realized. Transparency in decision-making processes is a challenge. Regions are still not present in sector dialogue beyond the National Education Conference.	Limited: GPE has strongly advocated for improving inclusiveness in sector dialogue. This, however, has not translated into active participation by civil society, despite formal membership.
Kenya	Strong - The EDPCG is an inclusive group, allowing all sector of society a voice in education	Strong - GPE support was crucial in establishing the EDPCG, and the CA sits as chair of the group
Malawi	Moderate- While there are improvements in inclusive structures, there has been no progress in regularity and strategic nature of dialogue. A lack of strategic focus severely limits the quality of dialogue and impedes opportunities for mutual accountability	Moderate- GPE has contributed to more inclusion in the mechanisms that support dialogue in education, but this has not been enough to have made advances in mutual accountability
Mali	Moderate- Dialogue processes are reasonably strong and have recently improved in inclusion by adding teachers' unions to the LEG. However, there has been otherwise no marked change in sector dialogue and there remains room for improvement in dialogue effectiveness and efficiency.	Moderate - The role of the CA, and GPE-supported mechanisms such as the LEG, are functional. GPE advocacy for inclusion of civil society has positively influenced the inclusivity of sector dialogue mechanisms
Nigeria	Limited- Sector dialogue has not taken place beyond bilateral conversations between various stakeholders, predominantly on a project basis	Limited- Any GPE contributions to sector dialogue are specifically related to dialogue regarding NIPEP. Therefore, the contribution to dialogue is no greater than any other project in Nigeria.
Nepal	Moderate- Although sector dialogue is coordinated and frequent in Nepal, there are concerns that some civil society actors, particularly teachers, are not well engaged. Municipal education authorities are not included in sector dialogue.	Strong- GPE strengthens sector dialogue through its partnership model at country level, including participation in the LEDPG, support for LEG and particularly civil society engagement
Zimbabwe	Strong: The ECG has consistently improved in recent years, including the introduction of new actors. Improvement could be made in focusing the ECG but overall, the sector is characterized by strong dialogue.	Strong: While improved dialogue is strongly supported by key individuals in MoPSE, it is also heavily supported by GPE.

COUNTRY	PROGRESS TOWARDS MUTUAL ACCOUNTABILITY (SECTOR DIALOGUE)	LIKELY DEGREE OF GPE CONTRIBUTION TO SECTOR DIALOGUE CHANGES
Summative CLEs (FY 2019)		
Bangladesh	Stable - Dialogue processes at the pre-primary and primary levels are strong but did not show marked change over evaluation period, apart from a decrease in CSO inclusion. Sector-wide dialogue remains weak and sporadic in nature.	Moderate - Apart from temporarily increasing activities in the LEG (ELCG), GPE did not alter or strengthen PEDP dialogue structures
Cambodia	Stable - the LEG (JTWG - E) continues to be functional and well regarded among the 19 JTWG members in Cambodia; it has not made any notable changes to increase participation and inclusion during the 2014-2019 period.	Moderate- GPE requirements have fostered more focused dialogue at certain times within the well-established sector dialogue mechanisms.
Guinea	Moderate - LEG meetings are inclusive and became more effective and regular during the review period. Government leadership remains mixed partly due to competition between education ministries.	Strong - Mechanisms at the heart of the GPE ToC (LEG, CA) were operational and supported sector dialogue, and improvements therein since 2015
Mauritania	Stable - structures and mechanisms for sectoral dialogue and monitoring are well established and the LEG has served as a forum for information exchange and for the promotion of alignment between ESP objectives and the individual education projects of development partners. Although education sector dialogue has been a well-established practice in Mauritania since 2001, it does not appear to have evolved substantially, either in quality or depth, since PNDSE	Moderate- GPE has effectively promoted the organization of inclusive joint sector dialogue. Despite these efforts, mutual accountability for education sector results remains limited
Mozambique	Stable - Dialogue processes are strong but did not show marked change over evaluation period, apart from small improvements in CSO inclusion. However, there remains considerable room for improvement in dialogue effectiveness and efficiency.	Limited - GPE activities and administration have integrated smoothly into Mozambique's already-strong sector dialogue mechanisms. GPE has not altered or strengthened these structures.
Kyrgyz Republic	Moderate - Dialogue processes showed modest improvements over the evaluation period, including in CSO/NGO inclusion and in efficiency. However, considerable room remains to improve the substance, depth, and inclusiveness of dialogue and to address fragmentation.	Moderate - GPE activities have integrated into pre-existing sector dialogue mechanisms, namely the DPCC. While a strong CA has improved transparency and collaboration, this is mainly due to the initiative of individuals, rather than particular GPE mechanisms.
Rwanda	Stable – LEG (ESWG) not more inclusive and participatory during the review period	Limited- GPE has not had a noticeable contribution to improved dialogue within the well-established sector dialogue structures
Senegal	Moderate- LEG (GNPEF) improved inclusion and participation during the review period although changes still required to ensure more effective dialogue with regard to structure and differentiation.	Moderate - GPE's contribution to improved inclusion in dialogue is collaborative (a joint effort made by GPE and other donors). GPE contribution to promoting alignment and harmonization in sector dialogue is perceived as modest.

COUNTRY	PROGRESS TOWARDS MUTUAL ACCOUNTABILITY (SECTOR DIALOGUE)	LIKELY DEGREE OF GPE CONTRIBUTION TO SECTOR DIALOGUE CHANGES
South Sudan	Limited - Mutual accountability was stronger pre-independence, with one central forum. Fora multiplied in the review period, and humanitarian-development links were weak.	Moderate - LEG and CA were not fully operational, but the Secretariat actively supported sector coordination efforts
Tajikistan	Moderate - Dialogue processes are strong and did not show marked change over evaluation period, apart from small improvements in CSO inclusion. However, there remains considerable room for improvement in dialogue effectiveness and efficiency.	Moderate - GPE's contributions are mainly through the LEG and set of grants, which have influenced alignment and coordination among actors in the sector
Togo	Strong - Sector dialogue was infrequent from 2014-2016. Sector dialogue was renewed in 2017 with new ToRs, the arrival of a new PTS, and a new CA representative. Sector dialogue is now frequent, structured and inclusive. Inter-ministerial policy-level dialogue remains a challenge however.	Strong -GPE has supported the PTS financially and technically since the office was established. Advocacy by the GPE Secretariat country lead in 2015-16 was seen as important in the move to appoint a new PTS and renew sector dialogue. The country lead has attended all JSRs since 2015. The PTS and the CA (UNICEF) have contributed improved sector dialogue since 2017.
Uganda	Strong - There is a long tradition of effective sector dialogue in Uganda, built on its history of education SWAPs and SBS from 1999-2012. There is strong coordination between development partners, dialogue is effective and frequent with technical leadership in MoES. Dialogue with political leadership in Uganda is challenging, particularly around education sector financing. Fora for the participation of civil society, private sector and teacher associations exists but have weakened	Strong - GPE's decision to provide its ESPIG as on-budget support to the education sector improved sector dialogue between MoES and education development partners for the period under review. Building on the former SWAp, the GPE "partnership model" is effective in Uganda, with strong ownership, by both GoU and development partners, for the ESPIG. The GPE Secretariat has made considerable efforts to engage GoU political leadership in policy dialogue on its new funding model.
Zambia	Stable - After a period of improvement in CSO inclusion and quality of technical discussions, dialogue processes declined and resumed to levels seen in 2012. There remains room for improvement in dialogue effectiveness and efficiency.	Strong - GPE activities and technical support have provided incentives for increased CP and government cooperation and have sustained sector dialogue during a review period characterized by transition of CPs and senior officials in and out of the sector.

Sector monitoring

COUNTRY	PROGRESS TOWARDS MUTUAL ACCOUNTABILITY (SECTOR MONITORING)	LIKELY DEGREE OF GPE CONTRIBUTION TO SECTOR MONITORING CHANGES
Prospective CLE		
DRC	Limited- Mechanisms to monitor SSEF progress such as JSRs have not taken place.	Limited - Secretariat country missions have not been taking place owing to weak sector dialogue. The role of the CA and GA has been downgraded in comparison with their role in the planning process.
Ethiopia	Moderate - Sector monitoring remains weak, with poor collaboration among directorates at national and regional level, despite annual conferences for regional staff. Improvements in monitoring have been limited to specific DLIs. EMIS data are underused for policymaking, given challenges of timeliness, quality and technical analysis capacity. Joint sector reviews (JSRs) (where conducted) are not a mechanism for monitoring.	Moderate- Sector monitoring improved as a result of introduction of EERBF funded by GPE in 2017 but this is aimed at particular DLIs. Also, EERBF is a comparatively small program. The JSR carried out in 2019 did not fulfill all the quality aspects outlined by GPE, nor is it used as a monitoring tool.
Kenya	Moderate- While some progress is being made in improved monitoring of the sector, more needs to be done, including producing better data through the National EMIS (NEMIS) and holding yearly Joint Sector Reviews (JSRs) against the KNESSP	Strong - While progress is modest, what progress has been made has been heavily advocated for by GPE – particularly in pushing for JSRs and the inclusion of governance and accountability in the KNESSP.
Malawi	Moderate - Monitoring processes and mechanisms in Malawi are well-established and inclusive but data credibility remains the primary challenge.	Moderate- Some small contributions to monitoring have been established through MESIP, however these contributions have not tackled the primary challenge of monitoring in Malawi. In addition, the introduction of the variable tranche (VT) has strained relationships and monitoring system improvement
Mali	Moderate - Annual JSRs take place but are of low quality. While they are inclusive and participatory, they are of short duration limiting the time to go into depth. Monitoring documents indicate an overall trend in the education sector and provide budget information, but the ESP implementation report does not systematically report on actual versus planned activities	Moderate- GPE advocacy has played a crucial role in promoting the inclusivity of the JSR. GPE largely funded key sector activities, such as EMIS data collection system and JSRs. Despite technical assistance on monitoring documents, their quality has not yet improved
Nigeria	Limited: Sector reviews have not taken place regularly. Where they have taken place, they are constrained by the lack of credible plans (and credible evidence with which to monitor plans). Dissemination has been weak as stakeholder appetite for monitoring has been low.	Limited: While GPE funded the Annual Education Sector Performance Reviews (AESPRs) – these were carried out by consultants and not taken up by states – having no impact on long term monitoring.
Nepal	Moderate- Sector monitoring is generally good in Nepal, but concerns remain over inclusion of civil society actors in monitoring processes. Furthermore, federalization has challenged sector monitoring due to	Strong - GPE strengthens sector monitoring through active participation in JSR processes and through its support to civil society. GPE supports EMIS quality through certain components of the ESPIG grants.

COUNTRY	PROGRESS TOWARDS MUTUAL ACCOUNTABILITY (SECTOR MONITORING)	LIKELY DEGREE OF GPE CONTRIBUTION TO SECTOR MONITORING CHANGES
	lack of clarity on reporting lines and accountability. Despite some concerns on EMIS quality sector monitoring in Nepal is evaluated as sufficiently evidence based	
Zimbabwe	Moderate: While improvements to the JSR in recent years are significant, monitoring still faces challenges in producing meaningful action, and providing resources to sub-national government for continuous school-level monitoring.	Strong: GPE, through the ECG and the coordinating agency, have been a driving force in the improvements to the JSR, supported by the government and other donors.
Summative CLEs (FY 2019)		
Bangladesh	Stable - Monitoring mechanisms for PEDP are strong, yet with room for improvement in reporting at the output level. Sector-wide monitoring mechanisms remain fragmented along sub-sectors.	Limited - There is no evidence that GPE financial and non-financial support contributed to sector-wide or PEDP monitoring systems.
Cambodia	Moderate - Modest improvement, positive steps taken to improve EMIS. Yet there are still shortcomings in ESP monitoring frameworks and reports.	Moderate - GPE did not contribute to improved EMIS or other ESP monitoring tools, but GPE2 did support learning assessments, which will feed into overall sector monitoring.
Guinea	Moderate - Joint sector reviews (JSRs) and annual reporting existed before 2015 but have witnessed improvements in activity-level reporting. However, mechanisms remain too weak to provide a clear picture of sector progress.	Strong - GPE's grants funded key monitoring activities (JSRs, ESA, annual censuses and reports), and the GPE country lead provided specific recommendations for monitoring improvements
Mauritania	Moderate - The education sector is well analyzed and documented. There are regular external evaluations conducted of the three-year plans, a RESEN was conducted in 2010 and again in 2015, there was an institutional review of PNDSE II delivery structures undertaken in 2016, JSRs were organized every year except 2013 and 2015, while, more recently, an Service Delivery Indicators (SDI) report on key education indicators was prepared in 2018. From this perspective, considerable efforts are made to ensure that the education sector and its progress are well documented, but the information and recommendations emerging from these exercises are not consistently used to inform planning or decision-making.	Moderate - GPE has effectively promoted the development of a joint results framework, reviews and external evaluations. Despite these efforts, mutual accountability for education sector results remains limited.
Mozambique	Strong - the introduction of a learning assessment system has led to an improved understanding of education system status, also helping to motivate improvements in Annual Review Meeting (RAR) processes and monitoring frameworks.	Moderate- The addition of DLIs based on GPE funding requirements contributed to a strengthened RAR monitoring framework. GPE guidelines on conducting JSRs also supported RAR process improvements.
Kyrgyz Republic	Moderate - Several learning assessments were conducted during the review period but did not lead to an improved understanding of	Limited - Although GPE has encouraged the establishment of an annual joint sector review, limited progress has been made in regularizing this

COUNTRY	PROGRESS TOWARDS MUTUAL ACCOUNTABILITY (SECTOR MONITORING)	LIKELY DEGREE OF GPE CONTRIBUTION TO SECTOR MONITORING CHANGES
	education system status overall. The sector still lacks a shared monitoring framework for jointly reporting on plan implementation progress, with existing mechanisms remaining fragmented and no annual joint sector review event or process.	mechanism due to inadequate resources and capacity. However, GPE made discrete contributions to sector monitoring through two assessment tools under the 2014-2017 ESPIG.
Rwanda	Strong - positive steps taken to improve data collection through harmonized EMIS, but still shortcomings in ESSP monitoring frameworks.	Moderate - The variable tranche (stretch) indicator (#3) on learning assessments represented an incentive to conduct learning assessments.
Senegal	Moderate - Senegal has held joint sector reviews regularly since at least 2009, with broad participation by different categories of education stakeholders (formalized with the creation of the GNPEF in 2017)	Moderate - PAQEEB included on-going efforts to upgrade and harmonize EMIS. The variable tranche indicator contributed to a greater focus on equity and vulnerability in the short list of indicators in PAQUET 2018-2030, and the appraisal contributed to streamlining the results framework.
South Sudan	Moderate - Annual JSRs now take place, but they are of low quality. No plan monitoring takes place. Sector data is collected but no more than prior to independence.	Strong - GPE's grants (ESPDG 2015 and ESPIG 2013-2018) largely funded much of key sector monitoring activities in the period, such as (ESA, JSRs, EMIS data , an the development of a new M&E policy), which likely would not have occurred in the same quantity / quality otherwise. (though DFID and the EU also supported certain sectoral data-collection efforts).
Tajikistan	Moderate - Tajikistan has held joint sector reviews regularly since 2012, with limited participation of education stakeholders. Some improvements are noted in regard to improved sector monitoring.	Strong - GPE's contribution via the ESPIG improved MoEs capacity for data usage, planning for monitoring ESPs, and increased available education data for planning.
Togo	Moderate - Togo has held annual JSRs since 2011, with the exception of 2014 when no JSR or sector dialogue took place. Annual JSRs have significantly improved in quality and structure since 2015. The LEG has also been revitalized, with new terms of reference and regular meetings held since 2017. Engagement by senior leadership in the education ministries for governance of the PSE has been limited. The results framework for PSE 2014-2025 is overly complex and has been challenging for the government to report.	Moderate - Improvements in annual JSRs and the LEG are the result of efforts made by the PTS (supported by GPE), the engagement of the CA in sector dialogue and the support provided by an external consultant (hired by the CA) since 2017. GPE's country-level operational model in Togo does not appear to have contributed to improvement in the engagement of education ministers in PSE governance. Despite efforts by GPE and the CA to improve the quality of JSRs, the PSE results framework is not fully monitored or reported against.
Uganda	Moderate - JSRs have been held in Uganda since 1999. The quality of education sector monitoring is seen to have deteriorated since the end of SBS in 2012. In the absence of a Joint Assessment Framework, linking sector performance with budget release by DPs, mechanisms for mutual accountability have weakened. The quality of ESSP monitoring frameworks and MoES annual performance reports (APRs) for the sector are low. It is not possible to track the implementation or performance of	Moderate - As the largest donor to the education sector in Uganda since 2014, the decision to provide the GPE ESPIG as on-budget support has enhanced mutual accountability in a context where the SWAp ended and most DP support is off-budget. MoEs capacity for monitoring has also been built through UTSEP and its results-based funding modality. At the same time, MoES capacity for monitoring the implementation and performance of ESSPs in Uganda remains weak, and GPE's

COUNTRY	PROGRESS TOWARDS MUTUAL ACCOUNTABILITY (SECTOR MONITORING)	LIKELY DEGREE OF GPE CONTRIBUTION TO SECTOR MONITORING CHANGES
	ESSPs given current monitoring tools. The off-budget contributions of EDPs have been difficult to capture in sector reporting, although there have been some improvements since 2018.	contribution to improvements in the quality of ESSP monitoring frameworks, annual sector reviews and performance reports, appears to have been limited.
Zambia	Stable- Following a period of improvement between 2013-2016, the quality of sector monitoring declined to 2012 levels. Improving the quality and sustainability of JARs are considered areas for improvement.	Moderate - The addition of DLMs based on GPE funding requirements contributed to a strengthened PAF monitoring framework. GPE guidelines and support for conducting JARs contributed to its improvement between 2013-2016. However, GPE supported structures such as the PITC and JAR showed signs of fragility as the quality of sector monitoring declined to 2012 levels.

Sector plan implementation

COUNTRY (REVIEW PERIOD)	PROGRESS IN SECTOR PLAN IMPLEMENTATION	(PERCEIVED) DEGREE OF GPE CONTRIBUTION
Prospective CLE		
DRC <i>SSEF (2016-2019)</i>	Limited: There is little evidence on progress. Government-funded activities have experienced a lack of funding and DPs' activities have encountered several barriers limiting implementation.	Limited: The 2017-2020 ESPIG provided 1.2% of all funding to the sector, but execution has been slow.
Ethiopia <i>ESDP V (2014/15-2019/20)</i>	Modest: Overall, progress towards implementation is has been rated moderately satisfactory, but with several activities delayed or not implemented effectively. Capacity to implement in the developing regions remains a challenge.	Modest: Limited contribution to overall plan implementation, but important contribution to pre-primary ("O-class") sub-sector.
Kenya <i>NESP (2013-2018)</i>	Modest: While high-level outcomes under the 2013-2018 NESP had been largely achieved, it is not clear that this was driven or even influenced by the plan.	Modest: ESPIG-funded activities contributed to implementing selected, yet overall few, parts of the NESP
Malawi <i>ESP (2008- 2020)</i>	Modest: Progress was made in implementing some sector plan components in eight districts, but severe implementation challenges remain.	Modest: ESPIG-funded program addressed some plan components but was relatively small-scaled and implementation has been delayed.
Mali <i>PIRSEF (2015-2018)</i>	Modest: Mali has been working under an interim education sector plan until 2018 with PRODEC endorsed in 2019. Monitoring documentation in Mali is insufficient to make a full assessment of sector plan implementation. Some key advances in sector plan implementation include teacher training, school infrastructure and school feeding.	Modest: GPE has contributed in funding the implementation of a portion of the sector plan through MEEFAP. Under PRODEC II it is too early to assess overall sector implementation. However, the lack of ESPIG funding for the first period of PRODEC II might seriously affect overall sector plan implementation.

COUNTRY (REVIEW PERIOD)	PROGRESS IN SECTOR PLAN IMPLEMENTATION	(PERCEIVED) DEGREE OF GPE CONTRIBUTION
Nigeria <i>MTSS 2015-2019</i>	Limited: There is currently little evidence that the range of (mainly unknown) set of education activities that take place in Nigeria are aligned to sector plans.	Modest: ESPIG-funded contributions to selected, but isolated plan elements.
Nepal <i>SSDP (2016-2018)</i>	Modest: Mixed progress made, stronger in relation to improving equitable access and EMIS; less progress in relation to activities targeting education quality.	Modest: ESPIG-funded contributions to selected, but isolated plan elements.
Zimbabwe <i>ESSP (2016-2019)</i>	Modest: Implementation progress has improved in 2019, with targets being reached in curriculum development and policy reform – however, many areas are behind schedule, and many KPIs are not being met. ⁶⁷	Strong: Donor funding is key to plan implementation and key areas such as curriculum implementation and policy reform have been entirely financed by the ESPIG and two other DPs.
Summative CLEs		
Bangladesh <i>PEDP-3 (2011-2017)</i>	Strong – Planned activities were fully or partially implemented for most subcomponents in sector plan for which data were available.	Modest – the 2015-2017 ESPIG provided 1% of all funding to the pooled fund.
Cambodia <i>ESP 2014-2018</i>	Modest- Slightly more than half of the activities of the ESP 2014-2018 were implemented as planned, although available data is incomplete.	Modest - GPE's ESPIG supported delivery of certain ESP components (focus on construction of preschools and funding of primary and lower secondary scholarships)
Guinea <i>PSE-2 (2015-2017)</i>	Modest: While some interventions in education quality and sector management were delivered as planned, most interventions were not completed on-target.	Modest – ESPIG-funded program contributed to implementation of key ESP activities but fell short of its own targets.
Mauritania <i>PNDSE II (2011-2021)</i>	Modest: As of June 2018, three years before the end of the implementation period, less than 20% of expected costs had been expended. Progress reports focus on listing completed activities but without comparing them to what had been planned.	Modest - GPE supported the implementation of the plan in all three thematic areas detailed in the PNDSE II but related achievements constituted only a small part of the sector plan's overall objectives.
Mozambique <i>2015-2018 Operational plan</i>	Strong – Available evidence suggests that activities were fully or partially implemented for 70% of priority actions stated in the 2012-2016/19 PEE	Modest – the 2011-2015 ESPIG provided 2.5% of all funding to the sector.
Kyrgyz Republic <i>2012-2020 EDS</i>	Strong – Available evidence suggests that activities were fully or partially implemented for 97% of the 290 indicators established in the 2012-2020 EDS.	Strong – The 2013-2016/17 ESPIG has been instrumental for expanding coverage to preschool programs and community-based kindergartens.

⁶⁷ However, the CLE also notes that considering the economic circumstances in Zimbabwe, modest progress on the ESP should be seen as an important success.

COUNTRY (REVIEW PERIOD)	PROGRESS IN SECTOR PLAN IMPLEMENTATION	(PERCEIVED) DEGREE OF GPE CONTRIBUTION
Rwanda <i>ESSP 2013-2018</i>	Strong - Available evidence suggests that activities were fully or partially implemented for 7 out of 10 strategic areas.	Strong –largely due to the fact that the 2015-2018 ESPIG was given as direct budget support.
Senegal <i>PAQUET 2013-2025</i>	Modest: several results were achieved, but lack of evidence makes it difficult to assess progress against planned targets.	Strong – the 2013-2018 ESPIG financed 51% of PAQEEB costs, which spearheaded key interventions in PAQUET implementation
South Sudan <i>GESP 2012-17 & 2017-21</i>	Limited. The GESP 2013-2017 was never implemented as a plan. Some planned activities were nonetheless delivered, but only because they were funded by donors, most of whom did not design their work based on the plan.	Limited - The ESPIG supported delivery of selected ESP components but GPE was not able to ‘rally’ other actors behind plan implementation.
Tajikistan <i>NSED 2012-2020</i>	Modest- several results were achieved, but lack of evidence makes it difficult to assess progress against planned targets	Modest - the 2013-2017 ESPIG of US\$16.2m represented 18% of international education financing, which contributed to key interventions planned in the 2012-2020 NSED.
Togo <i>PSE 2010-2020 and 2014-2025</i>	Modest – Several results were achieved, but lack of evidence and lack of effective monitoring systems make it difficult to assess progress against planned targets.	Strong – while the-2019 ESPIG financed only 6% of the overall ESP costs, it spearheaded several key reforms.
Uganda <i>ESSP 2017-2020</i>	Modest - Several activities were completed but lack of credible implementation plans and a monitoring framework makes it difficult to assess progress against what was planned.	Strong – The GPE-funded project implemented several key initiatives under the ESSP despite representing only 1.08% of total ESSP costs.
Zambia <i>ESSP 2017-2021</i>	Modest - 58% of NIF III activities were fully or partially achieved. Much of this was due to activities conducted through 2016, as few contributions to implementation were made in 2017-2018	Limited due to the suspension of funding, the ESPIG constituted just 0.65% of MoE expenditures from 2014 to 2016. The variable tranche provided some incentive to focus on selected indicators, but just \$US 1.1m were disbursed.

Appendix VI ESP/TEP ratings as per GPE quality standards

16. Table VI.I summarizes data on GPE Secretariat ratings of ESP (TEP) quality as per GPE quality standards (GPE Results Framework indicator 16a). Rows in grey indicate sector plans that have not (yet) been rated.

Table VI.I ESP ratings

COUNTRY AND SECTOR PLAN	OVERALL VISION	STRATEGIC	HOLISTIC	EVIDENCE-BASED	ACHIEVABLE	SENSITIVE TO CONTEXT	ATTENTIVE TO DISPARITIES
Cambodia <i>ESP 2014-2018</i>							
Cambodia <i>MTR 2016</i>							
Cambodia <i>ESP 2019-2023</i>							
DRC <i>SSEF 2016-2025</i>							
Ethiopia <i>ESDP 2015/16-2019/20</i>							
Bangladesh <i>Revised PEDP-3</i>							
Bangladesh <i>PEDP-4</i>							
Guinea <i>PSE-2 2012/17 (TEP)</i>							
Guinea <i>Draft PRODEG 2020/29 (ESP)</i>							
Kenya <i>NESP 2013-2017</i>							
Kenya <i>KNESSP 2018-2022</i>							
Kyrgyz Republic <i>EDS 2020</i>							
Kyrgyz Republic <i>EDS 2030</i>							

COUNTRY AND SECTOR PLAN	OVERALL VISION	STRATEGIC	HOLISTIC	EVIDENCE-BASED	ACHIEVABLE	SENSITIVE TO CONTEXT	ATTENTIVE TO DISPARITIES
Malawi <i>ESIP II 2013/14-2017/18</i>							
Mali <i>PRODEC II (2019-2028)</i>							
Mauritania <i>PNDSE II 2011-2021</i>							
Mozambique <i>2012-2016 PEE</i>							
Mozambique <i>2015-2018 OP</i>							
Nepal <i>School Sector Development Plan (SSDP)</i>							
Nigeria <i>Kaduna (SESP 2019-2028)</i>							
Nigeria <i>Kano (SESP 2018-2027/MTSS 2018-2020)</i>							
Nigeria <i>Katsina (SESP 2018-2027)</i>							
Rwanda <i>2013-2018 ESSP</i>							
Rwanda <i>2018-2023 ESSP</i>							
Senegal <i>PAQUET 2013-2025</i>							
Senegal <i>PAQUET 2018-2030</i>							
South Sudan <i>GESP 2012-2017 (ESP)</i>							
South Sudan <i>GESP 2017-2022 (TEP)</i>							

COUNTRY AND SECTOR PLAN	OVERALL VISION	STRATEGIC	HOLISTIC	EVIDENCE-BASED	ACHIEVABLE	SENSITIVE TO CONTEXT	ATTENTIVE TO DISPARITIES
Tajikistan <i>2012-2020 NSED</i>	Green	Red	Green	Red	Red	Green	Green
Togo <i>PSE 2010-2020</i>	Grey	Grey	Grey	Grey	Grey	Grey	Grey
Togo <i>PSE 2014-2025</i>	Green	Green	Green	Green	Green	Green	Green
Uganda <i>ESSP 2010-2015</i>	Grey	Grey	Grey	Grey	Grey	Grey	Grey
Uganda <i>(ESSP 2017-2020)</i>	Grey	Grey	Grey	Grey	Grey	Grey	Grey
Zambia <i>(NIFII 2011-2015)</i>	Green	Green	Green	Red	Green	Red	Red
Zambia <i>(ESSP 2017-2021)</i>	Green	Green	Green	Green	Green	Green	Green
Zimbabwe <i>(ESSP 2016-2020)</i>	Green	Green	Red	Green	Red	Green	Green

Appendix VII Joint sector review ratings as per GPE standards

17. Table VII.I provides an overview of JSR quality ratings (where available) for JSRs conducted during the CLE review periods. The expectation is for JSRs to meet at least 3 out of the 5 criteria.

Table VII.I Secretariat JSR quality ratings

GPE QUALITY CRITERION	PARTICIPATORY AND INCLUSIVE	EVIDENCE-BASED	COMPREHENSIVE	A MONITORING TOOL	AN INSTRUMENT FOR CHANGE ANCHORED IN AN EFFECTIVE POLICY CYCLE
Cambodia 2016					
Cambodia 2018					
Cambodia 2019					
DRC 2015					
DRC 2017					
Ethiopia 2019					
Malawi 2015					
Malawi 2018					
Malawi 2019					
Mali 2016					
Mali 2017					
Mali 2018					
Mauritania 2017					
Mozambique 2016					
Mozambique 2017					

GPE QUALITY CRITERION	PARTICIPATORY AND INCLUSIVE	EVIDENCE-BASED	COMPREHENSIVE	A MONITORING TOOL	AN INSTRUMENT FOR CHANGE ANCHORED IN AN EFFECTIVE POLICY CYCLE
Nepal 2016					
Nepal 2017					
Nepal 2018					
Republic of Kyrgyz					
Rwanda 2016					
Rwanda 2017					
Senegal 2016					
Senegal 2018					
South Sudan 2015					
South Sudan 2017					
Tajikistan 2014 & 2017					
Togo 2016					
Togo 2019					
Zambia 2017					
Zambia 2019					
Zimbabwe 2018					

Appendix VIII CIVICUS ratings and Worldwide Governance Indicator rankings

CIVICUS ratings of reviewed countries

18. Table VIII.I below shows 2019 CIVICUS ratings for all 28 countries reviewed through CLEs during FYs 2018-2020.

Table VIII.I CIVICUS ratings⁶⁸

COUNTRY	CLOSED	REPRESSED	OBSTRUCTED	NARROWED	OPEN
Burkina Faso					
Sierra Leone					
Cote d'Ivoire					
The Gambia					
Guyana					
Liberia					
Pakistan					
Mauritania					
South Sudan					
Rwanda					
Mozambique					
Senegal					
Zambia					
Cambodia					
Bangladesh					
Togo					
Kyrgyz Republic					
Guinea					
Uganda					
Tajikistan					
DRC					
Ethiopia					
Kenya					
Malawi					
Mali					
Nepal					
Nigeria					
Zimbabwe					

⁶⁸ Source: <https://monitor.civicus.org/>

Worldwide Governance Indicators for reviewed countries

19. The Worldwide Governance Indicators (WGI) project reports aggregate and individual governance indicators for over 200 countries and territories over the period 1996–2018. Table VII.II shows WGI data on the 28 reviewed countries on the two of the six WGIs that appeared to be most directly relevant to the CLEs:⁶⁹

- **Political stability/no violence:** measures perceptions of the likelihood of political instability and/or politically motivated violence.
- **Government effectiveness** captures perceptions of the quality of public services, the quality of the civil service and the degree of its independence from political pressures, the quality of policy formulation and implementation, and the credibility of the government's commitment to such policies.

Table VIII.II Estimates and ranks for selected WGIs

COUNTRY	POLITICAL STABILITY/NO VIOLENCE		GOVERNMENT EFFECTIVENESS	
	2018 ESTIMATE ⁷⁰	2018 RANK ⁷¹	2018 ESTIMATE	2018 RANK
Burkina Faso	-1.04	13.33	-0.58	31.25
Bangladesh	-1.03	13.81	-0.75	21.63
Cambodia	0.11	51.43	-0.57	32.21
Cote d'Ivoire	-0.93	15.71	-0.57	31.73
DRC	-2.12	4.76	-1.55	5.77
Ethiopia	-1.34	9.52	-0.61	29.33
Guinea	-0.88	16.67	-0.97	16.35
Guyana	-0.18	40.95	-0.27	41.83
Kenya	-1.16	12.38	-0.41	38.94
Kyrgyz Republic	-0.58	25.24	-0.61	28.85
Liberia	-0.19	40	-1.34	8.65
Malawi	-0.33	34.29	-0.73	22.12
Mali	-2.05	5.24	-1.00	15.38
Mauritania	0.67	22.38	-0.73	22.60
Mozambique	-0.78	19.05	-0.87	17.79
Nepal	-0.63	23.81	-0.90	16.83
Nigeria	-2.19	4.29	-1.02	14.90
Pakistan	-2.27	3.33	-0.63	26.92

⁶⁹ The other four indicators are: Voice and Accountability; Regulatory Quality, Rule of Law, and Control of Corruption. For more information, please see: <https://info.worldbank.org/governance/wgi/>.

⁷⁰ Ranges from -2.5 (weak) to 2.5 (strong)

⁷¹ Percentile rank among all countries, ranges from 0 (lowest) to 100 (highest rank).

	POLITICAL STABILITY/NO VIOLENCE		GOVERNMENT EFFECTIVENESS	
Rwanda	0.12	52.86	0.21	62.02
Senegal	-0.29	42.86	-0.27	42.31
Sierra Leone	-0.03	44.29	-1.14	11.54
South Sudan	-2.44	2.38	-2.45	0.00
Tajikistan	-0.72	20	-1.10	12.02
The Gambia	-0.03	44.76	-0.62	27.4
Togo	-0.98	14.29	-1.06	12.98
Uganda	-0.69	21.43	-0.61	29.81
Zambia	0.14	53.33	-0.56	33.17
Zimbabwe	-0.71	20.48	-1.20	10.58

Appendix IX Thematic issues addressed through ESPIG (co-)funded projects/programs

20. Table IX.I provides information on the specific issues addressed through ESPIG (co)funded projects or programs. CLE findings for countries reviewed in 2018 are presented in a separate table below as in Year 1 of the assignment the categories used to summarize thematic areas were slightly different from the one used in 2019-2020.

Table IX. I *Thematic issues supported through ESPIG (co-)funded projects⁷²*

COUNTRY	ACCESS						QUALITY						SYSTEM		
	INFRASTRUCTURE	TEACHER RECRUITMENT/DISTRIBUTION	EQUITY/EQUALITY GENDER	LEARNERS WITH SPECIAL NEEDS	OTHER ⁷³	TEACHING AND LEARNING MATERIALS	EARLY CHILDHOOD DEVELOPMENT	IN-SERVICE TEACHER	PRE-SERVICE TEACHER	EARLY GRADE READING	LEARNING ASSESSMENT SYSTEMS (LAS)	CURRICULUM REFORM	OTHER	EMIS	OTHER
Prospective CLE⁷⁴															
DRC			x			x	x	x			x				
Kenya						x	x	x				x	x ⁷⁵	x	

⁷² The overarching areas of learning, equity and system correspond to GPE's strategic goals. The sub-categories under each heading are not identical with the ones used in GPE's thematic coding framework. This is because individual CLEs summarized key ESPIG-supported contributions based on different thematic areas were phrased in the respective countries' sector plans.

⁷³ Please see tables IX.II below for details on items covered under 'other'. The same applies to 'other' categories under 'Quality' and 'System' columns.

⁷⁴ The table does not include information on Ethiopia and Nepal, given that in this country the ESPIG was channeled through a pooled fund, which prevented identifying specific thematic foci or contributions made through this funding

⁷⁵ Early grade mathematics learning materials and teacher training.

COUNTRY	ACCESS						QUALITY						SYSTEM		
	INFRASTRUCTURE	TEACHER RECRUITMENT/DISTRIBUTION	GENDER EQUITY/EQUALITY	LEARNERS WITH SPECIAL NEEDS	OTHER ⁷³	TEACHING AND LEARNING MATERIALS	EARLY CHILDHOOD DEVELOPMENT	IN-SERVICE TEACHER	PRE-SERVICE TEACHER	EARLY GRADE READING	LEARNING ASSESSMENT SYSTEMS (LAS)	CURRICULUM REFORM	OTHER	EMIS	OTHER
Malawi															X ⁷⁶
Mali	X			X	X ⁷⁷	X		X						X	X ⁷⁸
Nigeria			X		X ⁷⁹		X	X							
Zimbabwe	X			X		X				X		X			X ⁸⁰
Summative CLE (2019)⁸¹															
Cambodia	X				X ⁸²						X				X ⁸³
Guinea	X				X ⁸⁴	X		X					X ⁸⁵		X ⁸⁶

⁷⁶ Performance based school grants

⁷⁷ School health/feeding program

⁷⁸ School management

⁷⁹ School improvement grants to pre-primary schools; focus on girls' access to education

⁸⁰ Policy reform (Education Act/School Financing Policy), establishment of Research Center, organisational development review

⁸¹ The table does not include information on Bangladesh given that in this country the ESPIG was channeled through a pooled fund, which prevented identifying specific thematic foci or contributions made through this funding.

⁸² Scholarship program

⁸³ Training school principals on teacher management and school planning; development of a unified sub-sector monitoring system and an electronic student tracking system to replace paper-based student record keeping

⁸⁴ Non-formal education and functional literacy

⁸⁵ Accountability, incentives

⁸⁶ Decentralization, governance and reform

COUNTRY	ACCESS						QUALITY						SYSTEM		
	INFRASTRUCTURE	TEACHER RECRUITMENT/DISTRIBUTION	EQUITY/GENDER/EQUALITY	LEARNERS WITH SPECIAL NEEDS	OTHER ⁷³	TEACHING AND LEARNING MATERIALS	EARLY CHILDHOOD DEVELOPMENT	IN-SERVICE TEACHER	PRE-SERVICE TEACHER	EARLY GRADE READING	LEARNING ASSESSMENT SYSTEMS (LAS)	CURRICULUM REFORM	OTHER	EMIS	OTHER
Mauritania	x		x			x			x					x	x ⁸⁷
Mozambique						x			x			x			x ⁸⁸
Kyrgyz Rep.							x								
Rwanda	x	x				x									
Senegal									x					x	x ⁸⁹
South Sudan	x				x ⁹⁰	x		x					x ⁹¹		x ⁹²
Tajikistan	x						x					x		x	x ⁹³
Togo	x					x		x							x ⁹⁴
Uganda	x					x		x		x			x	x	

⁸⁷ School censuses, development of the Education Status Report, notably regarding financial simulation models, training of school directors, computers/office equipment for local education offices, two consultants for Service Delivery Indicators survey. Building capacity of assessment unit for LAS.

⁸⁸ Strengthening school-based management, enhancing support and supervision at school level

⁸⁹ Performance contracts, training of school-based management committees, direct financing of primary schools, providing trainings and equipment at both central and decentralized level.

⁹⁰ Support to OOSC and young people; procurement of equipment for alternative education system centres

⁹¹ Support to development of Pastoralist Education Strategic Framework,

⁹² Strengthening primary school leadership; school inspection and supportive supervision; development and approval of English Language Policy Framework, Annual Joint Sector Reviews, Girls' Education Strategy 2018-2022, M&E Strategy; training of school management committees.

⁹³ Build the capacity of 1,900 school directors on financing management in the context of the implementation of per capita financing system.

⁹⁴ 80 School management committees trained in management; yearly performance contracts signed with 61 inspection units.

COUNTRY	ACCESS						QUALITY							SYSTEM	
	INFRASTRUCTURE	TEACHER RECRUITMENT/DISTRIBUTION	GENDER EQUITY/EQUALITY	LEARNERS WITH SPECIAL NEEDS	OTHER ⁷³	TEACHING AND LEARNING MATERIALS	EARLY CHILDHOOD DEVELOPMENT	IN-SERVICE TEACHER	PRE-SERVICE TEACHER	EARLY GRADE READING	LEARNING ASSESSMENT SYSTEMS (LAS)	CURRICULUM REFORM	OTHER	EMIS	OTHER
Zambia	x							x							x ⁹⁵
Total	11	1	3	2	3	11	5	8	4	2	2	4	4	6	12

⁹⁵ Zambia Education Sector Support Technical Assistance facility (ZESSTA) provided technical assistance to the MoGE and the development of a large number of outputs, including teacher guides, curriculum implementation guides, a number of studies, and support to budget reports. However, the utility of this support was mitigated by a two-year delay in beginning implementation of ZESSTA activities and budget shortfalls preventing the MoGE from implementing or utilizing many of these outputs. ZESSTA operations ended in January 2018.

Table IX. II Thematic issues supported through ESPIG (co-)funded projects

COUNTRY	LEARNING						EQUITY			SYSTEM	
	TEACHING AND LEARNING	EARLY CHILDHOOD ⁹⁶	IN-SERVICE TEACHER	PRE-SERVICE TEACHER	EARLY GRADE READING	LEARNING ASSESSMENT	TEACHER MANAGEMENT	INFRASTRUCTURE ⁹⁷	SCHOOL GRANTS ⁹⁸	OTHER	EMIS
Summative CLE											
Cote d'Ivoire	✓		✓	✓		✓		✓			✓
The Gambia		✓ ⁹⁹	✓	✓	✓	✓	✓	✓	✓	✓ ¹⁰⁰	✓
Guyana	✓ ¹⁰¹	✓ ¹⁰²	✓ ¹⁰³								
Liberia	✓							✓	✓		✓
Pakistan (Balochistan)	✓ ¹⁰⁴	✓ ¹⁰⁵					✓	✓		✓ ¹⁰⁶	✓
Pakistan (Sindh)										✓ ¹⁰⁷	✓
Sierra Leone		✓ ¹⁰⁸			✓		✓		✓	✓ ¹⁰⁹	✓
Total	3	4	3	2	2	2	3	4	3	3	6

⁹⁶ The specific aspects of early childhood Education/Development addressed in different countries are specified in footnotes.

⁹⁷ Classrooms and often also latrines.

⁹⁸ To help lower the costs of education to families.

⁹⁹ Training of community-based facilitators and related supervisors, teaching/learning materials, development of an ECD monitoring tool, construction of ECD classrooms, conduct of impact evaluation comparing community based and annexed ECD classrooms.

¹⁰⁰ Learn, Education, Activities, and Resources Network (LEARNET) meant to strengthen ICT enabled innovations for school management, generate e-content and improve quality of teaching using technology. (Most planned activities under this component were not implemented and component eventually abandoned.)

¹⁰¹ Focus on Early Childhood Education/Development

¹⁰² Comprehensive 'Guyana Early Childhood Education Project' with special focus on remote hinterland regions. Project components were capacity building for nursery and grade 1 teachers, provision of ECE Resource Kits, parental/caregiver education, and implementation support, administration and M&E support.

¹⁰³ Focus on Early Childhood Education/Development

¹⁰⁴ Focus on Early Childhood Education/Development

¹⁰⁵ Teaching and learning materials

¹⁰⁶ Establishment of 'gender-free' schools

¹⁰⁷ Establishment of 'gender-free' schools

¹⁰⁸ Comprehensive package of activities including construction of ECE classrooms and latrines; development of an ECE curriculum and minimum standards; development of an Early Childhood Development policy; design and delivery of a competency-based training program for teachers, head-teachers and inspectors in four local councils; and support to teacher training colleges to incorporate new materials into pre-service training.

¹⁰⁹ Supporting implementation of the government's Ebola Response Plan

Appendix X Selected data on system level changes

Countries reviewed through prospective CLEs

DRC

ISSUE	OBSERVATIONS
Changes in # of schools relative to # of children	<ul style="list-style-type: none"> Pupil-per school ratios have increased for all levels of education between 2014 and 2018. This is despite an increase in the number of schools overall, but that could not off-set the increase in students enrolled.¹¹⁰
Changes in costs of education to families	<ul style="list-style-type: none"> In 2012 it was estimated that the total expense per student in the DRC was 57,439 CDF (116.44 dollars in 2012 constant US\$), and covered teachers' salaries, administrative personnel's salaries and other operational expenses, as well as school fees and punctual intervention fees. In 2019 the cost of education to families was reduced with the abolishment of certain school fees as of September 2019. However, the effect on the overall cost of education to families is too early to tell.¹¹¹
Changes in Pupil/teacher ratios (basic education)	<ul style="list-style-type: none"> In primary education, the ratio decreased from 35:1 in 2014 to 31:1 in 2018. The ratio of students to teachers is within the desirable bounds set in the GPE results framework, which sets 40:1 as the maximum acceptable PTR.
Changes in availability and quality of teaching and learning materials	<ul style="list-style-type: none"> An emphasis of the SSEF 2016-2025 is to improve numeracy and reading skills in early years of childhood education and to strengthen the instruction of children in their native language. EQUIP/PAQUE contains a component on the distribution of textbooks in national languages for 1st, 2nd and 3rd grades, but this is still in the process of implementation.
Changes to pre-service teacher training	<ul style="list-style-type: none"> Slight increase of teachers of primary and secondary education who had undertaken a 6 years diploma in a pedagogical degree between 2014 and 2018 and a large increase for pre-primary teachers.¹¹² There is not a formal policy for pre-service training in DRC.
Changes to in-service teacher training	<ul style="list-style-type: none"> No major changes have been carried out on teacher in-service training during the review period.

¹¹⁰ Annual statistical book 2013/14 and 2017/18

¹¹¹ Estimates from Groleau (2017), p.24, adapted from the RESEN (2014)

¹¹² SSEF Implementation 2016-2025 – Monitoring report nr 1. Only those teachers enrolled in the national payroll. A large portion of teachers remains unregistered.

ISSUE	OBSERVATIONS
Changes in incentives for schools/teachers	<ul style="list-style-type: none"> In 2019 there has been a large increase in the number of primary education teachers paid by the state. The payment of teachers is entirely covered by the State budget in 2019, which generalized the payment for all primary teachers and reaching a rate of 49.0% for pre-primary and 62.1% for secondary level.¹¹³
Changes in the institutional capacity of key ministries and/or other relevant government agencies (e.g. staffing, structure, organizational culture, funding)	<ul style="list-style-type: none"> A Permanent Secretariat for Support to and Coordination of the Education Sector (Secrétariat Permanent d'Appui et de Coordination du Secteur de l'Education - SPACE) was established in 2017 as an inter-ministerial organization to promote coordination.

Ethiopia

ISSUE	OBSERVATIONS
Changes in # of schools relative to # of children	<ul style="list-style-type: none"> From 2016 to 2018, the number of schools increased by 2%, while the number of students remained steady. The total number of enrolled students increased from 22,635,915 million in 2013/14 to 26,905,580 in 2016/17 to 26,788,640 million in 2017/18. The total number of primary and secondary schools in Ethiopia increased from 39,231 in 2016/17 to 40,063 in 2017/18.¹¹⁴
Changes in average distance to school	<ul style="list-style-type: none"> No recent data 2014 ESA states construction efforts were undertaken to reduce distances from households to schools, with a target of maximum 3km for any child.
Changes in availability of programs to improve children's readiness for school	<ul style="list-style-type: none"> New national O-class ECE curriculum package developed in March of 2018 (DLR of ESPIG variable tranche). To support the ongoing expansion of the O class program, the government trained more O class teachers in newly developed ECE curriculum package, exceeding the end-of-project target of at least 448 teachers trained in Benishangul Gumuz and 218 teachers trained in Gambella.
New/expanded measures put in place to meet the educational needs of children with special needs and learners from disadvantaged groups	<ul style="list-style-type: none"> In order to meet the target set for the ESDP V, students with special needs require special and separate support package backed by special dedicated budget. New special needs school grant guidelines updated in March 2018. MoE met new target of utilization and report by each region on supplementary school grant support for children with special needs in September 2018 (detailed report on utilization of 4% supplementary school grant).

¹¹³ SSEE Implementation 2016-2025 – Monitoring report nr 1.

¹¹⁴ According to EMIS 2017/18 data: The total number of primary schools in Ethiopia is 36,466 in 2017/18. This is an increase from 35,838 reported in the 2016/17. The total number of secondary schools in Ethiopia is 3,597 in 2017/18. This is an increase from 3,393 in 2016/17.

ISSUE	OBSERVATIONS
New/expanded measures put in place to further gender equality in education	<ul style="list-style-type: none"> In order to strengthen equity and inclusion in education, the number of female primary school principals trained was 2,818 by September 2018. The number of additionally appointed trained female primary school principals reached 4,108 by March 2019.
Changes in Pupil/teacher ratios (primary education)¹¹⁵	<ul style="list-style-type: none"> The national PTR for primary school (grades 1-8) is 1:43 in 2017/18. PTR for the first cycle (1-4) is 1:55, and 1:35 for the second cycle (5-8). PTR trends over time have improved from 1:50.4 in 2009/2010 to 1:43 in 2017/2018. PTR in 2017/18 is highest in Ethiopia-Somali (1:99), followed by Oromia (1:53) and Afar (1:48). With the exception of Ethiopia-Somali and Oromia, all regions achieved a primary PTR of below 50 (lowest in Harar at 1:20). Addis Ababa is the only region where the PTR for both cycles are almost the same.
Changes in pupil/trained teacher ratio (secondary education)¹¹⁶	<ul style="list-style-type: none"> The PTR in secondary grades is 1:26 in 2017/18, similar to the previous year's result; the PTR in first cycle of secondary is higher compared to the PTR in second cycle, with the exception of Afar and Harari. The trend in PTR shows that it has been decreasing since 2009/2010, when it was 1:36. In Ethiopia-Somali, the total PTR is unacceptably high (1:40). The lowest PTR is in Harari region (1:18).
Changes in equitable allocation of teachers (measured by relationship between number of teachers and number of pupils per school)	<ul style="list-style-type: none"> There is a total of 620,654 teachers across all levels in 2017/18. The total number of primary and secondary schools in Ethiopia increased from 39,231 in 2016/17 to 40,063 in 2017/18. Therefore, an average of 15.5 teachers per school in 2017/18. The average number of teachers has grown 37% from 2013/14 to 2017/18, higher than the growth of student population of 18% from 2013/14 to 2017/18.
Changes in relevance and clarity of (basic education) curricula	<ul style="list-style-type: none"> Due to GEQIP interventions, secondary curriculum has shifted to emphasize science and technology (with introduction of 70/30 graduate policy). By the end of 2018, ESDP V scheduled updates to the curriculum had yet to be carried out. The expected institute for new curriculum development was not established yet. It was learned from qualitative data that establishing a new curriculum development the institute is underway. The proposal for establishing the institute has been completed and sent to the Prime Minister's office after commented by higher officials. However, the draft Roadmap outlines many planned changes moving forward in 2019/2020 onwards: <ul style="list-style-type: none"> Design comprehensive curriculum for O-class Standardize the curriculum of the school readiness program Introduce competence-based comprehensive approach for life skills and introduce higher order thinking for primary school curriculum Design the primary school curriculum in light of the proposed structure (1-6) and align it with the pre-primary curriculum

¹¹⁵ According to EMIS 2017/18 data.

¹¹⁶ According to EMIS 2017/18 data.

ISSUE	OBSERVATIONS
Changes in availability and quality of teaching and learning materials	<ul style="list-style-type: none"> Materials Ideally as pupil/textbook ratio, but also qualitative data if no ratios available and on quality of materials

Kenya

ISSUE	OBSERVATIONS
Changes in # of schools relative to # of children	<ul style="list-style-type: none"> Pre-primary: The number of ECCDE centers has increased by 5%, but the number of students per school remains low (79). 39% of ECCDE centers are privately owned, a figure which has not changed significantly between 2012 and 2016 Primary: The number of primary schools has increased by 33% between 2012 and 2017 – meaning a decrease in the number of students per school from 368 in 2012 to 294 in 2017. The number of privately-owned schools has increased more rapidly than the number of publicly owned schools, meaning their proportion has changed from 24% of the total in 2012 to 33% of the total in 2017. Secondary: The number of secondary schools grew by 49% between 2012 and 2017 – but the average school size didn't (changing from 267 to 266 in the same period) implying that there was an equivalent growth in the number of enrolled students. The proportion of private schools has remained consistent at 14% during the review period (2012 – 2017)
Changes in equitable allocation of teachers (measured by relationship between number of teachers and number of pupils per school)	<ul style="list-style-type: none"> According to the 2018 ESA – teacher distribution (as measured by the R² Correlation of school size to number of teachers) was .52 for primary schools and .7 for secondary schools (with 1 implying a perfect correlation and therefore perfectly equitable allocation of teaching resources). This data is for teachers registered with the Teacher Service Commission (TSC) i.e. for qualified teachers. There is no data on the distribution of community or unqualified teachers. A simulation of number of TSC registered teachers for a school with 400 pupils, carried out for the ESA showed a large geographical variance in allocation of teachers, with 4 teachers per school in the least served county (Turkana in this case), and 16 teachers per school in the most served (Baringo). In 2016 the TSC projected teacher shortages of 116,000 by 2019 – mostly due to rapidly growing enrolment. Part of dealing with this shortage has been for school Boards of Management (BoMs) to employ teachers, who must be trained and registered by the TSC but are not employed or administered by the TSC.
Changes in relevance and clarity of (basic education) curricula	<ul style="list-style-type: none"> The largest shift in relevance and quality of the curriculum has been the push to introduce a competency-based curriculum (CBC) across school levels (from ECD to secondary). It was intended that the CBC would be introduced for the 2018/19 school year – but this was postponed (partly due to a number of teachers' strikes and a focus on developing the new NESSP) and has been positioned as a core goal for the 2018-2022 NESSP.
Changes in incentives for schools/teachers	<ul style="list-style-type: none"> There have been a number of teachers' strikes in Kenya in 2018 and 2019. A central issue in these strikes has been the accusation that the GoK has

	<p>renege on the collective bargaining agreement signed up to by the Kenyan National Union of Teachers and the Teacher Service Commission. Reneging on this deal has led to the government having the ability to demote teachers and reduce salaries – a fact which has caused a strike in August 2019¹¹⁷.</p> <ul style="list-style-type: none"> To account for teacher shortages, school Boards of Management (BoMs) have recruited teachers, which are registered with the TSC but have yet to be formally absorbed. A study¹¹⁸ of teachers in Nairobi showed that Civil Service Employed teachers were paid more than three times more than BoM teachers (US\$ 261/month as compared to US\$ 56/month).
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Malawi

ISSUE	OBSERVATIONS ¹¹⁹
Changes in # of schools relative to # of children	<ul style="list-style-type: none"> Total enrollment of boys and girls in primary school has risen to an average rate of 2.2% per year between school years 2013/14 and 2017/18, amounting to a total increase of 9% in four years. Total enrolment in primary schools has increased from 4.804 million in 2015/16 to 4.901 million in 2016/17. In 2017/18, the Pupil permanent classroom ratio (PpCR) in basic education was 116:1, against a sector target of 94:1 well above target. For secondary education, the PpCR was 91:1 in 2013 and has worsened by 2018 to 69:1.
Changes in average distance to school	<ul style="list-style-type: none"> In 15 of 34 educational districts, the average distance between households and the nearest school is over four kilometers. In half of education districts, up to 30% of schools are not accessible during the rainy season. The National Statistics Office Welfare Monitoring Survey 2014 found that 38% of households reported that it took 30 minutes or longer to reach the nearest primary school and 5.9% reported that the nearest primary school was more than 60 minutes away.
Changes in costs of education to families	<ul style="list-style-type: none"> The introduction of Free Primary Education in Malawi in 1994 greatly reduced the cost of accessing primary school. Additionally, there has been a recent removal of secondary school tuition fees in December 2018. The payment of secondary school fees was considered the primary reason for dropping out. However, other fees continue to be levied on secondary school students at the school level.
Changes in availability of programs to improve children's readiness for school	<ul style="list-style-type: none"> The percentage of pre-school age population with access to early childhood development has increased from 40% in 2015/16 to 45% in 2016/17.

¹¹⁷ <https://citizentv.co.ke/news/knut-threatens-strike-after-tsc-demotes-teachers-cuts-salaries-267792/>

¹¹⁸ Bold, T., Kimenyi, M., Mwabu, G., and Welcome, P. D.-C. (2012). Interventions & institutions experimental evidence on scaling up education reforms in Kenya.

¹¹⁹ EMIS data and description is sourced from MoEST's Education Sector Joint Sector Review for 2017/18.

ISSUE	OBSERVATIONS ¹¹⁹
New/expanded measures put in place to meet the educational needs of children with special needs and learners from disadvantaged groups	<ul style="list-style-type: none"> • The percentage of school aged special needs population in primary school has increased from 2.5% in 2015/16 to 2.7% in 2016/17. • In the Basic Education Directorate, special education for students with disabilities is one of the key interventions. The sector is incorporating learners with special needs in schools on track with targets in the ESIP. In 2015 and 2016 the set targets were met and in 2017, the percentage of SNE learners (2.9) surpassed the ESIP II target for 2017 (2.5). • However, there are no plans or policies in place to provide adequate clinical and therapeutic support for learners with special educational needs and coordinating between schools and surrounding public health facilities.
New/expanded measures put in place to further gender equality in education	<ul style="list-style-type: none"> • The gender parity index for primary education is currently at 1.00 (as of JSR 2018), significantly equality in enrollment. However, while there is approximate gender parity for the first 4 standards, for standard 5-7 female enrollment is on average 8% higher than male enrollment which then dips in standard 8 as male enrollment is higher. • The ESIP targets for gender parity index in secondary enrollment have never been achieved and the gap between the targets and actual performance has actually been widening each passing year. In 2014, GPI in secondary school was .88 and has only reached .92 in 2018 (2018 target is 1.00, full parity). • For secondary education, the MoEST has put in strategies to increase equitable access to secondary education to increase enrollment; provide safe and gender responsive sanitary facilities; maximize the use of existing infrastructure.
Changes in Pupil/teacher ratios (basic education)	<ul style="list-style-type: none"> • The national average of PqTR in 2017/18 is an average 70:1, a decrease from an average of 80:1 in 2015/16. • However, there are significant disparities hidden within the PqTR figure between both various schools and different standards within the same school. In 2017/18, 25% of all public primary school had a PqTR of 87:1 or higher and 10% of all schools had a PqTR of 107:1 or higher. At lower standards, PqTRs often range above 1001:1.
Changes in equitable allocation of teachers (measured by relationship between number of teachers and number of pupils per school)	<ul style="list-style-type: none"> • There are significant disparities hidden within the PqTR figure between both various schools and different standards within the same school. In 2017/18, 25% of all public primary school had a PqTR of 87:1 or higher and 10% of all schools had a PqTR of 107:1 or higher. At lower standards, PqTRs often range above 1001:1.
Changes in relevance and clarity of (basic education) curricula	<ul style="list-style-type: none"> • As of the 2018 JSR, the MoEST is aligning the assessment framework for the new Initial Primary Teacher Education curriculum to the new curriculum. • In 2017/18, there was a purchase of new teaching and learning materials for the new curriculum amounting to MK1.2 billion under the Primary Curriculum and Assessment Reform (PCAR).

ISSUE	OBSERVATIONS ¹¹⁹
Changes in availability and quality of teaching and learning materials	<ul style="list-style-type: none"> A total of MK1.1 billion (0.83% of the basic education budget) in 2018 was allocated to the purchase of teaching and learning materials.
Changes to pre-service teacher training	<ul style="list-style-type: none"> In 2017/18, construction of 3 teacher training colleges for primary school teachers and opening of two of these schools, namely Chiradzulu and Phalombe (total of 9 public teacher training colleges). There is an acknowledgement for the need to introduce a diploma program for primary teacher education. However, major concerns from the MoEST include: not all current primary teachers would meet upgrading requirements for a diploma; it would take 10-15 years under the current TTC capacity to upgrade all primary teachers to a diploma level; and if the diploma was introduced as a pre-service initial primary teacher education, the number of teachers trained per year are cause for serious concern as a low number of student teachers could seriously endanger the PqTR on a medium and long-term.
Changes to in-service teacher training	<ul style="list-style-type: none"> In the third quarter of 2017/18, MoEST Management approved the Continuing Professional Development framework for all teachers and teacher educators. The Development of Continuous Professional Development has conducted orientation workshops in three educational districts on the contents of the framework targeting DEMs, CPAs and PEAs. However, there is no specific budget line for the implementation of CPD framework activities in the MoEST national budget.
Changes in incentives for schools/teachers	<ul style="list-style-type: none"> MoEST has developed a strategy to improve the quality of secondary education that includes the provision of appropriate incentives to retain teachers in the teacher profession and enhancing continuous professional development. Data on the implementation of such incentives on a systematic/national level is not currently available.

Mali

ISSUE	OBSERVATIONS
Changes in # of schools relative to # of children	<ul style="list-style-type: none"> Pupil-per classroom ratios have gone down in pre-primary and lower-secondary education from 2014 to 2019. Primary education ratios have remained stable.
Changes in average distance to school	<ul style="list-style-type: none"> In 2018, 95% of primary school children in Mali had the closest school less than 3km away from home, while 3.8% had it more than 5 km away from home. There is not enough data available over the last years to assess the evolution over time.
Changes in costs of education to families	<ul style="list-style-type: none"> The Education Sector Analysis (2017) showed that in 2015 the overall expenditure made by households for the education of a child varies on average from 13,687 FCFA at primary level to 83,534 FCFA at the level of higher education. There is not data available to assess changes in the cost of education for families.
New/expanded measures put in place to meet the educational needs of children with special needs and learners from disadvantaged groups	<ul style="list-style-type: none"> The only program aiming at providing support to the education of children with special needs was implemented by Handicap International between 2012 and 2014 and was entirely donor funded (support of AFD, USAID, the Orange Foundation and Loch Maddy). It involved inclusive education projects in the regions of Sikasso, Timbuktu and Gao.
Changes in Pupil/teacher ratios (basic education)	<ul style="list-style-type: none"> In 2018 there were 45 students per teacher both in primary and lower-secondary education. However, the ratio varies between types of schools in both levels in primary education, while in public schools there are 57 students per teacher, there are 32 per teachers in private schools. The gap is even larger in lower-secondary education (61 to 29). There is not data available to assess the evolution over recent years.
Changes in availability and quality of teaching and learning materials	<ul style="list-style-type: none"> In 2018 there was just an average of 0.59 and 0.63 school manuals per student for the French and math subjects respectively in the primary education level (Grades 1-6). There is not data available to assess the evolution over recent years.
Changes to pre-service teacher training	<ul style="list-style-type: none"> No major changes have been carried out on teacher pre-service training during the review period.
Changes to in-service teacher training	<ul style="list-style-type: none"> No major changes have been carried out on teacher in-service training during the review period.

Nepal

ISSUE	OBSERVATIONS
Changes in availability of programs to improve children's readiness for school	<ul style="list-style-type: none"> 66.3% of grade one entries had attending ECED/pre-school program in 2018-19
New/expanded measures put in place to meet the educational needs of children with special needs and learners from disadvantaged groups	<ul style="list-style-type: none"> The number of disadvantaged children receiving scholarships and targeted interventions has increased significantly, from 117,953 in 2016/17 to 214,712 in 2017/18 (JRM, Nov. 2018)

ISSUE	OBSERVATIONS
New/expanded measures put in place to further gender equality in education	<ul style="list-style-type: none"> Gender parity achieved in basic education due to targeted scholarships, WASH facilities and other interventions.
Changes in Pupil/teacher ratios (basic education)	<ul style="list-style-type: none"> STR 21.6 at lower basic level, 40.4 upper basic, 34.4 at secondary – but huge disparities between provinces. No significant changes over review period
Changes in pupil/trained teacher ratio	<ul style="list-style-type: none"> STR for trained teachers is 25 at lower basic, 50.7 at upper basic and 39 at secondary level. No significant changes over review period
Changes in equitable allocation of teachers (measured by relationship between number of teachers and number of pupils per school)	<ul style="list-style-type: none"> Data only shows allocation province by province, and here there are huge disparities.
Changes in availability and quality of teaching and learning materials	<ul style="list-style-type: none"> Improvement in timely textbook allocation: 90.9% students in primary allocated textbook in first 2 weeks of school year 2017-18, up from 87.6% in 2016-17
Changes to pre-service teacher training	<ul style="list-style-type: none"> 97% of primary and 90% of lower secondary teachers trained in 2017.¹²⁰ This figure has been improving through review period.

Nigeria

ISSUE	OBSERVATIONS
Changes in costs of education to families	<ul style="list-style-type: none"> Basic education is free in Nigeria – however parents and communities contribute significantly to school budgets through the SBMC and PTA structures – which are based on the school improvement plans produced each year. There is no robust data available on what the average contribution from families is – and how payments are designed/collected varies between schools.
New/expanded measures put in place to meet the educational needs of children with special needs and learners from disadvantaged groups	<ul style="list-style-type: none"> None recorded. Data on the number and status of Children with Special Educational needs is non-existent across Nigeria, making the development of provisions for education for these students very difficult. A proportion of UBEC funding is ear-marked for students with special educational needs – but there is little data to show how this money is spent, or how effective it is at reducing disparities. The home-grown school feeding program in Nigeria is designed to support access to education for the poorest and most marginalised. While data on the efficacy of this program is not available it has been successfully rolled out by UBEC across the country.

¹²⁰ GPE website

ISSUE	OBSERVATIONS
New/expanded measures put in place to further gender equality in education	<ul style="list-style-type: none"> The use of allowances to incentivize families to support education for girls has become institutionalized in north-western states since it was introduced by DFID and UNICEF's Girls Education Program (GEP). While girls' scholarships are still partly funded by NIPEP – State governments have also taken on expanding and supporting the scholarship program.
Changes in relevance and clarity of (basic education) curricula	<ul style="list-style-type: none"> NERDC is tasked with delivering curriculum reform and has produced some new curricula related to ECD and psycho-social skills. However, research and distribution of syllabi is hampered by a reliance on donor funding, and a lack of human resources
Changes in availability and quality of teaching and learning materials	<ul style="list-style-type: none"> Materials Ideally as pupil/textbook ratio, but also qualitative data if no ratios available and on quality of materials
Changes to pre-service/in-service teacher training	<ul style="list-style-type: none"> The teacher development program in Jigawa, Kaduna and Kano have made significant improvements in how teachers are trained, recruited and managed. This has been done by working to support teacher training colleges, the teacher registration council, and the work of school support officers to develop the TMIS to better track teacher professional development needs/activities
Improvement in school inspection and oversight	<ul style="list-style-type: none"> The improvements made to the role of the school support officer show a positive trend towards greater support and oversight for teachers and school leadership. SSOs regularly visit schools and are tasked with supporting the professional development of teachers – which is to be tracked using a newly created digital TMIS. This change has largely been pushed forwards by TDP – but in collaboration with SUBEBs and teacher training colleges.
Changes in the institutional capacity of key ministries and/or other relevant government agencies (e.g. staffing, structure, organizational culture, funding)	<ul style="list-style-type: none"> Relationships between the two key bodies in education at federal (UBEC and FMoE) and state level (SMoE and SUBEB) as well as other decision-making bodies (the governor's office and department of budgets and planning at the state level) present the key challenge to the Nigerian education sector. A lack of properly organised decision-making protocols, and diffusion of responsibility means that decisions at state level are made on an ad-hoc basis and are therefore overly reliant on political will on the behalf of the governor. The key moment of change was the introduction of the UBE act in 2004, but since then little has been done to address the obvious inefficiencies of the system in place. The establishment of the NEG addresses alignment with donors but is not inclusive of government bodies and parastatals – meaning that it doesn't necessarily improve sector governance. All national level fora for dialogue have failed to adequately include state level actors – with no clear solution for the sheer number of potential actors (including state ministers, Permanent Secretaries, commissioners for education and SUBEB chairs would mean at least 144 state representatives, without any representation from non-SUBEB parastatals). No new solutions are currently in discussion, and no reform of the system in sight.

ISSUE	OBSERVATIONS
Strengthening of school governance and school-based management committees	<ul style="list-style-type: none"> Policy was introduced at the federal level to mandate the creation of school-based management committees (SBMCs) in all schools nationally. Initially this mandate was poorly defined and little consistent action was taken at state level. In 2012 this was kick-started in six states by DFID's Education Sector Strengthening Project in Nigeria (ESSPIN) – which developed a structure and terms of reference for SBMCs in a limited number of Local Government Areas. This model and process was scaled up by government and other donor partners in the ESSPIN states and eventually across most states in Nigeria. While it is not possible to talk nationally about the effectiveness or function of the SBMCs – they have made key improvements in accountability at the school level, in advocating for more community funding of education, and in supporting improvements in access and quality of education. SBMCs are managed by an LGA and a state chair – who coordinate across schools.
Registration of Private and IQS	<ul style="list-style-type: none"> The number of unregistered private and IQS in northern Nigeria is a serious governance issue. While progress towards registration has been slow in the north – some improvements have been made in recent years. Currently a number of states are undergoing surveys of IQS to determine how many exist, and how many would be eligible for integration. Kano state is furthest along in this process – having discerned a figure for total number of unregistered schools – and working with UNICEF (through GEP III) setting targets of 420 schools to be integrated in the next year. The challenge across states is making funding available for the newly integrated schools to provide them with improved facilities and new teachers to address the integrated curriculum.

Zimbabwe

ISSUE	OBSERVATIONS
Changes in # of schools relative to # of children	<ul style="list-style-type: none"> School numbers have increased across ECD, primary and secondary education (by 8, 5 and 19% respectively). For primary and secondary education this growth has outstripped student number growth, with ratios of pupils to schools falling by 22¹²¹ and 5% respectively. Large increased in student numbers in ECD are responsible for the 64% increase in the ratio of ECD learners to schools.

¹²¹ This should not necessarily be taken as a positive development, while school numbers grew – the 22% drop is mostly caused by a significant drop in enrolment/rollment between 2016 and 2017. It isn't clear whether this is substantiated, or a data collection error.

ISSUE	OBSERVATIONS
Changes in costs of education to families	<ul style="list-style-type: none"> Reliable data isn't available on the cost of schooling for children. The 2014 ESA averaged US\$ 285 per year for primary day schools, with US\$ 370 for secondary day schools (averages including boarding schools are US\$ 1038 and US\$1168 for primary and secondary schools respectively). Recent EMIS data places the figures much lower, with US\$ 122 for primary schools and US\$ 507 for secondary schools but notes that these figures are unreliable. EMIS figures from 2013 -2017 show 'financial crisis' as the largest single reason for dropout at both primary and secondary level, staying consistent at between 38 and 43%. Figures from the child labour report in 2014 placed the figure higher at 68%¹²². The introduction of amendments to the education act seek to improve this situation by allowing the creation of funds to pay student school fees. The introduction of a new school financing policy is aimed at regulating how schools receive money, allowing poorer schools alternatives to leveraging fees on students. These acts have yet to come into effect.
New/expanded measures put in place to meet the educational needs of children with special needs and learners from disadvantaged groups	<ul style="list-style-type: none"> The Basic, Education Assistance Module (BEAM) provides school fee relief to Orphans and Vulnerable Children¹²³ with the support of donor funding. Proportions of OVCs covered by BEAM payments has fallen significantly in recent years (secondary students covered dropped by 30% between 2013 and 2017) and the number of outstanding claims has risen significantly over the same period (in 2017 85% of primary school claims were unpaid, as compared to 6.4% in 2013)
Non-Formal Education	<ul style="list-style-type: none"> 2,910/6,298 primary schools and 1,531/2,870 secondary schools offering NFE programs. Basic literacy, fit for life, functional literacy, PTCEC (part time and continuing education courses), ZABEC (Zimbabwe Adult Based Education Courses) and ZALP (Zimbabwe Accelerated Learning Program). NGOs also involved in sector, but un-coordinated with government, with sustainability issues related to external funding.
School Health	<ul style="list-style-type: none"> Significant increase in the presence of trained health teachers in both primary and secondary schools (56% between 2013 and 2017¹²⁴) Introduction of school health policy in 2017
School Feeding	<ul style="list-style-type: none"> Significant increase in the number of primary schools providing supplementary feeding (from 9.2% to 83.68% between 2013 and 2017) with smaller increases in secondary schools (from 4.8% in 2013 to 16.11% in 2017)

¹²² The 2014 child labor report from the international labor organization is available at: http://www.ilo.org/dyn/clsurvey/lfsurvey.list?p_lang=en&p_country=ZW

¹²³ Those with HIV

¹²⁴ EMIS 2013, 2014, 2016, 2017

ISSUE	OBSERVATIONS
Changes in pupil teacher and pupil trained teacher ratio	<ul style="list-style-type: none"> In 2010 19,732 temporary teachers (17% of workforce) replaced 20,000 who left during the financial crisis in 2009 leaving up to 45% of primary posts empty. Since then, figures have been improving (see NN). While pupil teacher ratios have deteriorated slightly at primary and ECD level, pupil trained teacher ratios have improved at all levels, with the PTTR at ECD level reducing by 43%.
Changes in equitable allocation of resources	<ul style="list-style-type: none"> Most recent data on equitable teacher allocation is from 2016 and shows an R2 of .92 – denoting an equitable distribution of teachers across schools. An area with significant regional disparities is in the regional distribution of unregistered (satellite) schools. EMIS data shows that in some provinces, satellite schools account for up to 48% of secondary schools and 32% of primary schools, while in urban areas, the figure is less than 5%. The figures for primary schools seem to be stable over time, while those for secondary school are improving in urban areas and worsening in the rural areas with the highest numbers of satellite schools.
Changes in relevance and clarity of (basic education) curricula	<ul style="list-style-type: none"> Progressive introduction of new curriculum between 2016 and 2019. Key aims of the new curriculum are: <ol style="list-style-type: none"> To promote and cherish the Zimbabwean identity To prepare learners for life and work in a largely agro-based economy and an increasingly globalised and competitive environment To foster life-long learning in line with the opportunities and challenges of the knowledge society. To prepare learners for participatory citizenship, peace and sustainable development To prepare and orient learners for participation, leadership and voluntary service. The new curriculum departs from the old in its focus on continuous and skills-based assessments rather than summative examinations, the promotion of ECD and non-formal education, and the promotion of indigenous languages¹²⁵.

¹²⁵ <http://www.mopse.gov.zw/index.php/updated-curriculum/curriculum-framework/>

ISSUE	OBSERVATIONS
Changes in availability and quality of teaching and learning materials	<ul style="list-style-type: none"> • New curriculum rollout accompanied by the introduction of new textbooks. While some issues arose with the production and vetting of new textbooks procurement has taken place. Textbooks for 2018 were procured and distributed for ECD B, Grades 2 and 4, and Forms 2, 4 and 6. The remaining grades will be provided with textbooks in 2019. In addition to this, every school has been provided with a CD package to assist with the adaptation to the new curriculum. • Data for availability of computers in schools is inconsistent, but focusing on 2014 – 2017 period, the number of students per computer has fallen at primary level (from 169 to 135) and has not changed at secondary level (remaining at 39 computers per student). For comparison in 2013 Rwanda had a student to computer ratio of 40 at both primary and secondary level, while Zambia had a ratio of over 500 at primary and 140 at secondary level¹²⁶. More recent international data is not available.
Changes to pre-service teacher training	<ul style="list-style-type: none"> • The MoHTESTD has worked with the MoPSE to integrate components of the new curriculum into pre-service training, however, recent program documents show that there is a need for better coordination to ensure that teachers are knowledgeable on new assessment criteria and methods¹²⁷ • Positive steps have been taken in since 2012 to integrate innovative methods related to the Performance Lag Address Program – designed to help prepare teachers to help students who have fallen behind their peers. While research points to the efficacy of this program, it also notes that lack of effective training and oversight leads to poor implementation which can yield negative results for students with learning difficulties in mainstream classes¹²⁸
Changes in incentives for schools/teachers	<ul style="list-style-type: none"> • In response to the 2009-dollar crisis, teachers' salaries were fixed at US\$ 100. Salaries began to rise again after this, but in the EMTP they were reported as being US\$ 363 per month below the poverty line of \$540129. • Exact figures for teachers' salaries in recent years are not available, but in early 2019 the Zimbabwe Teachers Association formally presented the protests of 80% of their membership at the poor salaries that teachers were receiving¹³⁰.

¹²⁶ <http://uis.unesco.org/sites/default/files/documents/information-and-communication-technology-ict-in-education-in-sub-saharan-africa-2015-en.pdf>

¹²⁷ Variable part funding program document (2018)

¹²⁸ https://www.researchgate.net/publication/328152902_Performance_Lag_Address_Program_PLAP_The_View_of_Teachers_in_Inclusive_Primary_and_Secondary_Schools

¹²⁹ EMTP 2011

¹³⁰ <http://www.zimta.org.zw/>

Countries reviewed through summative CLEs (FY 2019)

Bangladesh

ISSUE	OBSERVATIONS
Changes in # of schools relative to # of children	<p>Pre-primary</p> <ul style="list-style-type: none"> Number of pre-primary institutions tripled from 30,696 to 106,852 between 2010 and 2018. <p>Primary</p> <ul style="list-style-type: none"> The number of primary schools steadily increased over the period 2011-2018 from 89,712 to 134,147. Investment in classroom construction and school infrastructure resulted in a 3.3% increase in GPS schools (from 37,627 in 2011 to 38,916 in 2018) and a 17.6% increase in NNPS schools (from 22,632 to 26,613).
Changes in costs of education to families	<ul style="list-style-type: none"> No data on actual average cost of education to families available. Primary Education Stipend Program funded by the government completed its third cycle and has benefitted 13 million primary students as of 2017. There have been similar initiatives at the secondary levels that reached more than 4.1 million secondary school children. Between 2009 and 2018, over 3 million children benefitted from school feeding programs.
Changes in availability of programs to improve children's readiness for school	<ul style="list-style-type: none"> In 2018, 106,805 institutes provided pre-primary education. In June 2017, 99.5% of Government Primary Schools (GPS) and Newly Nationalized Primary Schools (NNPS) had PPE classes, depicting a steady increase from 81% since 2011. Enrollment in formal GPS/NNPS classes has remained fairly constant between 2015 and 2018 (on average 1.7 million children). As of 2016, 10.2 million copies of PPE teaching materials were printed and distributed among DPE managed schools.
New/expanded measures put in place to meet the educational needs of children with special needs and learners from disadvantaged groups	<p>The Government of Bangladesh has not developed any comprehensive plans addressing children with special needs.</p> <ul style="list-style-type: none"> Data on children with special needs is often inadequate and inconsistent. For instance, the number of children with some form of disability was estimated to range from 805,000 to 10 million.¹³¹ APSC data on special needs students show a decrease in enrollment from 90,960 to 61,347 in GPS/NNPS schools between 2011 and 2016 and an increase to 96,385 in 2018, yet it is difficult to compare data across time and sources. Based on these numbers it is unlikely that Bangladesh's education system is adequately equipped to cater to this population – only 15.6% of the classrooms in primary schools (GPS, NNPS, Kindergarten, non-

¹³¹ ASPR 2017, p.163.

ISSUE	OBSERVATIONS
	<p>formal schools and Ebtedayee madrasahs) were “disable friendly” in 2014 since they could be accessed through ramps¹³².</p>
<p>New/expanded measures put in place to further gender equality in education</p>	<ul style="list-style-type: none"> • There has been a lot of improvement in terms of girl’s access to education. Near-gender parity in access has been achieved in the primary and secondary levels- so much so that girls are now surpassing male counterparts in completion rates. • The challenge now is of higher drop-out rates for boys in primary education, especially from poor households and also a higher percentage of male out-of-school children than female in both rural and urban areas. • Gender parity index for primary completion rates decreased from 1.12 to 1.07 between 2010 and 2017; GPI for enrollment remained stable around 1.07 in the same time period. • There has also been an increase in the share of female primary school teachers, since the government reserved 60% of new teaching posts for women.
<p>Other (may vary by country)</p>	<ul style="list-style-type: none"> • The Government of Bangladesh has funded a larger number of school feeding programs. Between 2009 and 2018, 3 million children benefitted from the program. In 2017, MoPME drafted the first National School Feeding Policy, which aims to cover all students, but this policy has not been adopted yet. • Schools with at least one functioning toilet decreased from 96% to 81.7% between 2010 and 2016, while those with access to safe water resources increased from 83% to 97.2% over the same period. As of June 2018, a total of 46,556 WASH blocks were constructed in GPS and NNPS.
<p>Changes in Pupil/teacher ratios</p>	<ul style="list-style-type: none"> • The average student to teacher ratio has decreased from 45:1 to 25:1 between 2011 and 2018, many of the schools have not yet met the expected targets, • Between 2011 and 2016, the percentage of schools that met the minimum STR standard of 46:1 increased from 45% to 61.8% but fell short of the 75% target in the PEDP-3.
<p>Changes in pupil/trained teacher ratio</p>	<ul style="list-style-type: none"> • Improved from 78.3 to 59.5 between 2009 and 2017 for primary education. (UIS)

¹³² CAMPE, Education Watch 2015- Moving from MDG to SDG

ISSUE	OBSERVATIONS
Changes in relevance and clarity of (basic education) curricula	<ul style="list-style-type: none"> • There is a lack of data on results of the curriculum revision. A new competency-based curriculum for grades 1-5 was developed with the aim to move away from traditional memorization and introduce more interactive learning and problem solving into the classroom setting. Due to limited capacities to conduct on-site monitoring means there is a lack of data on the utilization and impact of the revised curriculum. • As of 2016/2017, 95,328,708 free grade 1 to 5 textbooks were distributed. Textbook distribution was mostly on time with at least 98% of schools receiving all textbooks within one month of school opening between 2013 and 2017 (target: 100%).
Changes in availability and quality of teaching and learning materials	<ul style="list-style-type: none"> • Under PEDP-3 new teacher guides were developed to support the competency-based curriculum, however there were delays in the supplying them to the teachers. Again, due to lack of on-site monitoring, there is insufficient data to understand the impact. • As of March 2016, around 71,900 GPS/NNPS teachers had received ICT training. • As of June 2017, 8,434 laptops and 21,688 multimedia equipment were distributed to GPS/NNPS schools. One multi-media classroom with the required equipment was provided to all designated model schools, one in each upazila.
Changes to in-service teacher training	<ul style="list-style-type: none"> • The government put in place a new Diploma in Education and Each Child Learns initiative to provide in-service training and support networks, training on competency-based test items for grade 5 completion examination as well as subject-based and sub-cluster training for teachers. • The Diploma in Education introduced new teaching practices based on the revised curriculum, yet it has only reached a small group of GPS and NNPS teachers (11,312 as of 2016). • The expansion of the Each Child Learns pilot did not progress as envisaged as discussed in the section on implementation. The percentage of primary teachers receiving subject-based training increased from 75.9% to 88.2% between 2011 and 2016.

ISSUE	OBSERVATIONS
<p>Changes in the institutional capacity of key ministries and/or other relevant government agencies (e.g., staffing, structure, organizational culture, funding)</p>	<ul style="list-style-type: none"> • The education system is highly centralized, with fiscal and administrative responsibilities concentrated in the capital. • The bifurcation of the education sector between the Ministry of Education and the Ministry of Primary and Mass Education further complicated governance and management. The sub-sectoral nature of education planning tends to create a degree of competition between the two ministries for both financial resources and for access to decision makers to address competing priorities. • Recent efforts to strengthen local school authorities' planning and management capacities through UPEPs and SLIPs have not resulted in substantial changes. The SLIPs and UPEP grants were found to be too small and did not cover all upazilas, even though the proportion of GPS and NNPS schools preparing SLIPs and receiving funds significantly increased from 27 to 90% between 2012 and 2016 and UPEP coverage increased from 50 to 252 upazilas during the same period. The results of training efforts targeting school management committees and parent-teacher associations have not been tracked to date

Cambodia

ISSUE	OBSERVATIONS
<p>Changes in # of schools relative to # of children</p>	<ul style="list-style-type: none"> • Number of classrooms grew 3.2% at the primary level, slightly outpacing the growth in primary student populations. • Number of lower secondary classrooms did not keep up with the growth in the lower secondary student population which was 6.3%. • Number of pre-primary classrooms grew by 22.9%, outpacing the growth in the pre-primary student population • Number of upper secondary level classrooms grew at 11.2%, keeping up with the growth in the upper secondary student population. <p>Change in pupil-classroom ratio:</p> <ul style="list-style-type: none"> • Pre-primary: decreased from 35:1 in 2014 to 34:1 in 2017 • Primary: remained the same over the years at 47:1 • Both lower and upper secondary levels. It increased from 49:1 in 2014 to 50:1 in 2017.
<p>Changes in costs of education to families</p>	<p>No data on actual average cost of education to families is available in a way that would allow comparisons over time.</p> <ul style="list-style-type: none"> • RESA indicates that household expenditures are high and have increased considerably between 2004-2014, the average out of pocket expenditure was US\$185 per child in 2014, while expenses for children in pre-school education and lower education increased by 8 and 3.6 times respectively

ISSUE	OBSERVATIONS
Changes in availability of programs to improve children's readiness for school	<ul style="list-style-type: none"> 500 community preschools and 76 state-run preschools constructed between 2014 and 2017:¹³³ Net increase of 858 state preschools for period 2014-2018 (from 3443 to 4301)
New/expanded measures put in place to meet the educational needs of children with special needs and learners from disadvantaged groups	<p>Modest improvements in inclusive education:</p> <ul style="list-style-type: none"> MoEYS adopted a new policy on Inclusive Education in June 2018 for students with disabilities, and the Multilingual Education Action Plan 2019-2023 for students from indigenous and ethnic minority backgrounds. More work was done in training teachers with regards to teaching students with disabilities through formulating a guide for in-service training consisting of 35 training hours on inclusive education for general education teachers in 2011, the first of its kind, and subsequently a manual for pre-service training consisting of 25 training hours. National Institute for Special Education also established in 2017 There is still a lack of comprehensive screening tools with accompanying guidelines. Lack of data to assess progress made during the review period in levels of enrolments and dropout rates of students with disabilities, or the number of out of school children with disabilities.
New/expanded measures put in place to further gender equality in education	<p>There are no substantial system level improvements made during the review period in relation to gender in education.</p> <ul style="list-style-type: none"> A Gender Mainstreaming Strategic Plan was incorporated into the policies of the MTR update of the ESP 2014-2018, but details of the rollout were not detailed. There is a lack of gender-sensitive strategies in education reform, especially in response to declining education indicators for boys. Disproportionately low representation of women in MoEYS managerial roles both at national and sub-national levels- 19.2% of national level senior managers and 15.7% of sub-national managers were women.
Changes in Pupil/teacher ratios	<p>Relatively limited overall changes</p> <ul style="list-style-type: none"> Total number of teachers across pre-primary to secondary increased from 89,151 in 2014 to 92,835 in 2018, but the pupil-teacher ratio remained the same at 34:1 over that period. Differences in urban and rural areas- rural areas pupil to teacher ratio was 37:1 and it remained the same in the entire period and in urban areas it increased from 24:1 to 25:1 from 2014 to 2018.
Changes in pupil/trained teacher ratio	<ul style="list-style-type: none"> Primary level: decreased from 45:1 to 42:1 Lower secondary level: increased from 20:1 to 21:1

¹³³ Education Congress reports for 2015 notes that the MoEYS identified the 500 locations for the construction of community preschools, while the Congress report for 2016 notes that 101 of the community preschools had been constructed by that year. The planned construction of all 500 community preschools is confirmed in the ESPIG 2013 completion report (World Bank, Implementation Completion and Results Report, Cambodia GPE Second Education Support Project, 2018, p. 47).

ISSUE	OBSERVATIONS
Changes in relevance and clarity of (basic education) curricula	<ul style="list-style-type: none"> • Comprehensive revision of curricula undertaken from pre-primary to upper secondary levels beginning in 2015 indicates substantial progress made in relation to the relevance of education in Cambodia • Curriculum Framework of General Education and Technical Education was approved in 2015 and stipulated for focus on the development of students' core competencies in literacy and numeracy, foreign languages, ICT, communication and teamwork, creative-thinking and analysis, knowledge-application, entrepreneurship and leadership. • The new curriculum framework covers virtually all school subjects (from Khmer language, Mathematics, Social Studies, and Science, to Arts Education and Health Education among other subjects) and outlines expected learning outcomes and study hours for each subject for all non-higher education levels (including technical education).
Changes in availability and quality of teaching and learning materials	<ul style="list-style-type: none"> • New textbooks for grade 1-3 were distributed to students annually between 2014 and 2018 at the rate of 3 textbooks per student. • Less progress in the revision of textbooks and learning materials, as there has been a lack of revision of textbooks, especially for Grades 4 to 12
Changes to pre-service teacher training	<ul style="list-style-type: none"> • Reforms introduced to promote teacher qualification- all teachers needed to have at least an upper secondary certificate, since 2015. • The BA fast track program (part of TPAP) aimed at basic education teachers currently teaching in schools to earn a bachelor's degree has been implemented- 906 teachers out of a planned 2700 (by 2020) have completed this program in 2017-18. • Teacher Education Colleges were established in 2017 with a focus on upgrading the provision of training to teachers enrolled in TTCs according to the 12+4 formula.
Changes to in-service teacher training	<ul style="list-style-type: none"> • Adoption of policies for teacher career development- <ul style="list-style-type: none"> • Policy Framework on Teacher Career Pathways (TCP) was adopted in 2018, as per the TPAP's objectives to improve the professional development of teachers. • Policy on Continuous Professional Development (CPD) for Education Staff was adopted in 2017, which aimed to cultivate life-long professional development of education staff through the establishment of a framework for CPD, and to ensure linkages between CPD and the TCP • Both of these have yet to be fully implemented and is still too early to observe any plausible changes. <ul style="list-style-type: none"> • 1,611 primary teachers and 2,399 secondary teachers received in-service, CPD-guided training in 2018, meeting the 2017 target of 1,500. (Table 3.4)
Changes in incentives for schools/teachers	<ul style="list-style-type: none"> • Increases in teacher salaries since 2014 following a cross-sectoral plan to increase salaries of all civil servants.
Others	<ul style="list-style-type: none"> • Adoption of TPAP in 2013. The plan focuses on addressing challenges related to the recruitment of high-quality teacher candidates.

ISSUE	OBSERVATIONS
<p>Changes in the institutional capacity of key ministries and/or other relevant government agencies (e.g. staffing, structure, organizational culture, funding)</p>	<p>Improving teacher training, raising the status of teaching as a profession, and reforming teacher practices through the encouragement of active pedagogies.</p> <ul style="list-style-type: none"> • Master Plan for Capacity Development (MPCD) was introduced in 2011 to provide an overall framework guiding MoEYS and DP efforts to improve sector management and outlines MoEYS aims to develop individual and institutional capacities from the central to the sub-national level. • Current MPCD 2014-2018 outlines objectives to improve capacities in policy research and dialogue, results-based planning and M&E, data collection and analysis as part of EMIS, financial accountability, and deployment and management of MoEYS personnel

Guinea

ISSUE	OBSERVATIONS
<p>Changes in # of schools relative to # of children</p>	<p>Primary</p> <ul style="list-style-type: none"> • The total number of primary schools increased from 9,246 in 2015 to 10,094 in 2018, while the total number of children enrolled increased from 1,649,043 to 1,998,858 in the same period. • There was also an increase in the number of classrooms from 39,919 to 44,058 during the 2015-2018 period. • The pupil-classroom ratio increased from 41.3 in 2015 to 45.4 in 2018. <p>Secondary (upper and lower)</p> <ul style="list-style-type: none"> • The total number of secondary schools in the country increased from 1,497 in 2015 to 1,786 in 2018. The number of classrooms increased from 12,174 in 2015 to 14,217 in 2018. • The pupil-classroom ratio improved from 52.7 in 2015 to 49.4 in 2018.
<p>Changes in average distance to school</p>	<p>Neither country-level sources of data nor UNESCO UIS data provided any information on average distance to schools for any years during the review period.</p>
<p>Changes in costs of education to families</p>	<p>Household expenditures were significantly greater than government expenditure for both primary and lower secondary education in 2012 (based on UNESCP UIS data):</p> <ul style="list-style-type: none"> • household funding per primary student was US\$52.3 versus US\$37.5 government funding per primary student • household funding per lower secondary student was US\$107.3 versus US\$39.5 government funding per lower secondary student <p>Up-to-date information is not available due to a lack of recent studies into household expenditures.</p>

ISSUE	OBSERVATIONS
<p>Changes in availability of programs to improve children's readiness for school</p>	<p>The total number of pre-primary schools increased from 2,208 in 2016 to 2,314 in 2018. The number of children enrolled in pre-primary education decreased from 238,247 in 2016 to 194,728 in 2018.</p> <ul style="list-style-type: none"> • However, private preschools constituted the majority of preschools in Guinea, increasing from 1,800 to 2,067 between 2016 and 2018. • Number of CECs (community centers) decreased from 398 to 240 in the 2016-2018 period. • There were 2 public preschools throughout the 2016-2018 period. <p>The pupil-classroom ratio for pre-primary schools improved from 59.7 in 2016 to 44.3 in 2018.</p>
<p>New/expanded measures put in place to meet the educational needs of children with special needs and learners from disadvantaged groups</p>	<ul style="list-style-type: none"> • There is a lack of evidence to suggest that there were any substantial gains made in terms of new or expanded measures put in place to meet the educational needs of children with special needs and/or learners from disadvantaged groups during the review period. • <i>Projet education inclusive</i>, a joint initiative between MENA and the MASPF-E which began prior to the review period under the PSE-1, entered its second phase in 2015. However, the extent to which the project has brought about any detectable system-level changes during the review period is unclear, due largely to the lack of reporting on its state of execution in available annual sector reviews • Another project, "<i>Autonomisation et Education Inclusive</i>," led by the MASPF-E in partnership with MENA and the METFP-ET, began in January 2019. The principal objective of the project is the construction and equipment of <i>Centres Régionaux d'Apprentissage de Métiers pour Personnes Handicapées</i> (CRAMPH) with the view of assuring the provision of inclusive education for at least 800 children and improving the employability of 1,500 young people with disabilities. Due to the newness of this initiative, and the lack of reporting available on its implementation, it is unclear the extent to which it has brought about system-level changes during the review period.
<p>New/expanded measures put in place to further gender equality in education</p>	<ul style="list-style-type: none"> • There was an overall lack of new or expanded measures put in place during the review period. • A notable initiative was the GIZ-led teaching approach FIERE (<i>Filles éduquées réussissent</i>), which aimed at improving girls' enrollment in basic education, preventing dropouts among girls and in improving the quality of teaching for girls in primary education. This project was undertaken between 2012 and 2014 and there is no evidence to suggest that this approach has been generalized across a substantial proportion of schools within the Guinean education system, and there is no indication that the GG has scaled up the implementation of the approach.
<p>Other</p>	<p>School feeding</p> <ul style="list-style-type: none"> • Ongoing development of national school feeding policy in 2019 • Elevation of division within MENA charged with management of school canteens to status of National Directorate; establishment of multi-sectorial steering committee.

ISSUE	OBSERVATIONS
	<ul style="list-style-type: none"> Budget line for school canteens opened; 1.9% of MENA expenses on school feeding in 2019 Increase in coverage of MENA-led school feeding, from 15 schools in 2015 to 191 schools in 2018.
Changes in pupil/teacher ratio	<ul style="list-style-type: none"> Pre-Primary pupil-teacher ratio improved from 42.7 in 2016 to 33.9 2017-18, but the pupil-teacher ratio in public pre-primary schools deteriorated from 15.3 to 22 in the same period. Primary pupil-teacher ratio worsened from 47 to 49 between 2015 and 2018. The pupil-teacher ratio in public primary schools also worsened from 48.8 to 54 during the same period. The pupil-teacher ratio at the lower secondary level improved from 27.9 to 25.8, while that of the upper secondary level improved from 19.8 to 17.5.
Changes in pupil/trained teacher ratio	<ul style="list-style-type: none"> UNESCO UIS data indicates that the pupil-trained teacher ratio at the primary level increased from 60.8 in 2014 to 62.6 in 2016. UIS data does not provide such information for other years in the review period, nor does it provide information on pupil-trained teacher ratios at the pre-primary or secondary levels of education. While 88.7% of public primary school teachers were found to have received pre-service training from specialized teacher training institutions in 2018 (a figure which decreased marginally from 88.9% in 2015), only 19.5% of public secondary school teachers in 2018 were trained in ISSEGs.
Changes in equitable allocation of teachers (measured by relationship between number of teachers and number of pupils per school)	<ul style="list-style-type: none"> Equitable allocation of primary school teachers in Guinea improved marginally during the review period. GPE RF data indicates that the average degree of coherence (R^2 of number of teachers and number of students per school) in public primary schools was 0.81 in 2014, and RAPs suggest a subsequent increase from 0.82 in 2016 to 0.84 in 2018.
Changes in relevance and clarity of (basic education) curricula	<ul style="list-style-type: none"> There were no improvements or changes made to existing curricula during the review period. Curricula revisions for all levels of basic education included as a key priority in the ProDEG, Guinea's forthcoming sector plan for 2020-2030.
Changes in availability and quality of teaching and learning materials	<p>Primary</p> <p>Textbook-pupil ratio decreased from 3.7 in 2015 to 2.6 in 2018.</p> <p>Secondary</p> <p>The textbook-pupil ratio at the upper secondary level deteriorated from 0.2 in 2016 to 0.1 in 2018, while the textbook-pupil ratio at the lower secondary level increased from 2.7 in 2016 to 3.5 in 2018.</p>

ISSUE	OBSERVATIONS
<p>Changes to pre-service teacher training</p>	<p>Efforts undertaken to incorporate new methodologies and levels of teacher training. However, these remain partly at the pilot stage, and do not yet cover most of the country:</p> <ul style="list-style-type: none"> • Piloting of three-year pre-service training program for preschool teachers at three ENIs. Number of teachers trained every year under the program, however, remains small (approximately 30 per year), and the vast majority of preschool teachers (across public, private and community-run) continue to not be formally trained in ECE. • introduction of in-service teacher training on early grade reading pedagogies, as part of the overall extension of EGRA during the review period • Support to four ENIs by the GIZ-sponsored project PEB to incorporate the 'FIERE' approach, aimed at strengthening girls' education, into teacher training <p>No evidence to suggest learning assessment data has been used to inform any possible changes to teacher training.</p>
<p>Changes to in-service teacher training</p>	<ul style="list-style-type: none"> • Delivery of in-service training for 14,522 primary school teachers during the review period across a three-tiered classification of competencies under FoCEB funding. However, there is no evidence to suggest that such training will be continued, either through continued donor funding or through the scaling up of efforts by MENA. • Persistent system-level challenges in teacher training during the review period: (i) an overarching lack of a set of national standards or activities for continuous professional development, with in-service teacher training almost exclusively donor-funded; (ii) significant gaps in teacher training needs and in-service teacher training content delivered; (iii) a disconnect between pre- and in- service teacher training due in large part to the spreading of the administration of teacher training across three ministries.
<p>Changes in incentives for schools/teachers</p>	<ul style="list-style-type: none"> • Three kinds of incentives for teachers exist in Guinea: (i) performance incentives; (ii) multi-grade class incentives (i.e. incentives for teachers who teach multi-grade classes); and (iii) incentives for teachers to teach in rural areas (<i>primes de zone</i>). Due to an overall lack of reporting on changes made during the review period to these incentives, either in the RESEN, RAPs or FoCEB monitoring reports, however, it is unclear whether any progress has been made in the structure, content or rate of delivery of these over the course of the 2015-2019 period.

ISSUE	OBSERVATIONS
<p>Changes in the institutional capacity of key ministries and/or other relevant government agencies (e.g. staffing, structure, organizational culture, funding)</p>	<ul style="list-style-type: none"> • Neither stakeholders interviewed nor documents reviewed indicated significant gains made during the review period in terms of institutional, organizational or individual capacities, though a program for the strengthening of capacities in education administration was drafted in 2019. • The program document and the RESEN suggest the following key challenges in capacities in the Guinean education sector: (i) a lack of awareness of administrative and accounting procedural manuals among deconcentrated government actors; (ii) an overall lack of autonomy in financial and human resources management, on the part of decentralized government structures; (iii) a lack of clarity on the distribution of responsibilities among decentralized government structures; (iv) weaknesses in auditing and evaluation practices at the central-level; and (v) an overall lack of individual planning and management capacities, among others.

Mozambique

ISSUE	OBSERVATIONS
<p>Changes in # of schools relative to # of children</p>	<ul style="list-style-type: none"> • Between 2011 and 2017, the number of EP1 schools (public, private, and community) grew 16.2%, from 10,987 to 12,768. The number of students per school grew 0.6%, from 404 to 407. • Between 2011 and 2017, the number of EP2 schools (public, private, and community) grew 109.6%, from 3,652 to 7,655. The number of students per school fell 48.2%, decreasing from 239 to 124. • Between 2011 and 2017, the number of ES1 schools (public, private, and community) grew 30.5%, from 561 to 732. The number of students per school fell 19.9%, from 1,358 to 1,088.
<p>Changes in costs of education to families</p>	<ul style="list-style-type: none"> • Reforms in 2004-05 eliminated school fees, but supplemental costs such as uniforms, transportation and school lunch remain. • In a survey of out-of-school children and youth between the ages of 5 and 24, 14.3% of respondents stated that they were not in school because school “is very expensive.” • From 2018 UNESCO Policy Review; 2019 draft ESA
<p>Changes in availability of programs to improve children’s readiness for school</p>	<ul style="list-style-type: none"> • 350 community preschools were constructed during the evaluation period through the DICIPE pilot program. • Additionally, the preprimary education system includes 397 community preschools managed by NGOs, 12 public childcare centers, 608 private childcare centers, and 45 primary schools used during weekdays for a pilot accelerated school readiness program. • From 2019 draft ESA

ISSUE	OBSERVATIONS
<p>New/expanded measures put in place to meet the educational needs of children with special needs and learners from disadvantaged groups</p>	<ul style="list-style-type: none"> • In 2018, MINEDH published the Strategy for Inclusive Education and Development of Children with Disabilities, which defines the Ministry's objectives and areas of intervention with respect to children with disabilities, as well as areas of collaboration with other government ministries. The EMIS collects data on five categories of student disability (visual, auditory, motor, speech disorders and multiple disabilities). Roughly one percent of students are categorized as having a disability, while two percent of Mozambique's population is estimated to have some kind of disability, indicating that a large share of children with disabilities are out of school. (2019 ESA) • In 2017/18, orphaned children represented 12% of students enrolled in primary education, but in spite of their vulnerable status, MINEDH does not have specific policies directed toward their protection. (2019 ESA) • In 2014, MINEDH acquired materials for students with disabilities (50 wheelchairs, 50 sign language dictionaries, 50 children's books, 50 walking sticks) and data was improved. 175 teachers were trained in sign language, 65 in braille, and 75 in diagnosis and guidance (2015 RAR).
<p>New/expanded measures put in place to further gender equality in education</p>	<ul style="list-style-type: none"> • 85% of district-level annual action plans (PdA) integrate activities focused on gender, although they are generally limited and unfunded. • From 2019 draft ESA
<p>Changes in Pupil/teacher ratios</p>	<ul style="list-style-type: none"> • The pupil-teacher ratio in EP1 fell from 62.9 in 2011 to 59.9 in 2017 (2018 RAR). • The PTR at third grade improved from 2013 to 2016, falling from 54.0 to 51.6%. However, the share of teachers teaching multiple classes (i.e. both morning and evening) grew from 30.6 to 35.6%, and the number of students per class grew from 41.4 to 51.0. (2017 National Learning Assessment report). • The secondary PTR rose from 33 in 2012 to 41 in 2013, before falling to 36 in 2017 (UIS data).
<p>Changes in pupil/trained teacher ratio</p>	<ul style="list-style-type: none"> • Between 2012 and 2017, the pupil/trained teacher ratio for primary education fell from 65.5 to 53.9. For secondary education, the pupil/trained teacher ratio rose from 39.3 in 2012 to 46.7 in 2015 (UIS data).
<p>Changes in equitable allocation of teachers (measured by relationship between number of teachers and number of pupils per school)</p>	<ul style="list-style-type: none"> • There is considerable variation in PTR by district. In 2017 there were 9 districts with a PTR above 80, compared to 17 in 2016.
<p>Changes in relevance and clarity of (basic education) curricula</p>	<ul style="list-style-type: none"> • Adopted an integrated social and natural science curriculum for ESG1; created a Tourism curriculum; expanded modular short-duration courses for secondary levels (2015 RAR) • A new curriculum was introduced to 1st grade, reducing number of disciplines and prioritizing Portuguese and mathematics instruction (2018 RAR)

ISSUE	OBSERVATIONS
<p>Changes in availability and quality of teaching and learning materials</p>	<ul style="list-style-type: none"> • In 2017, MINEDH acquired and distributed 14,309,400 books for grades 1 through. Included in this figure are 320,000 books for bilingual education for 1st, 4th, and 7th grades. (2018 RAR) • In 1st and 2nd grade, MINEDH distributes new workbooks to each student, which the students write in. These are replaced annually. The 2018 RAR states that all 1st and 2nd grade students received these books, although many not until after the school year had started. • The number of schoolbooks required for a student passing from first to seventh grade fell from 40 to 24 since 2012. The number of teacher manuals required fell from 42 to 7 (now at one manual per class). (2018 RAR) • DGLEMD improved the physical quality of textbooks, thereby reducing the number of books needed to replenish the classroom textbook supply year to year. DGLEMD also introduced a new process for monitoring textbook distribution and use, which similarly improved retention of textbooks. Finally, improvements in procurement processes mean that new textbooks now arrive before the first day of school each year. • The 2017 World Bank Project Paper states that Mozambique has one of the highest textbook to student ratios in the region at 0.9, with unit costs comparable to other textbook provision programs elsewhere in the region. However, the 2018 RAR states that the share of primary school students with access to all necessary books fell from 73% in 2013 to 67% in 2017. • UIS data indicates that the number of students per mathematics textbook at primary grades remained stable between 2012 (1.44) and 2015 (1.43). The number of pupils per reading textbook in primary grades fell from 1.53 in 2012 to 1.25 in 2015.
<p>Changes to pre-service teacher training</p>	<ul style="list-style-type: none"> • The share of trained teachers across primary and secondary grew between 2011 and 2017. The share of trained teachers in EP1 grew from 78.8% to 96.5%, the share of trained teachers in EP2 grew from 83.2% to 96.5%; the share of trained teachers in ESG1 grew from 78.8% to 95.2%, and the share of trained teachers in ESG2 grew from 92.2% to 97.8%. (2018 RAR) • The average level of qualification across the teaching workforce among third grade teachers improved from 2013 to 2016. The share of teachers with an 8th to 10th grade qualification fell from 39.3% to 18.2%, while the share of teachers with an 11th to 12th grade qualification rose from 53.1% to 71.7%. (2017 National Learning Assessment report) • MINEDH will introduce the “12+3” (12th grade plus three years of teacher training) program for teacher training in 2019
<p>Changes to in-service teacher training</p>	<ul style="list-style-type: none"> • The proportion of 3rd grade teachers receiving in-service training fell from 72.1% in 2013 to 67.1% in 2016. (2017 National Learning Assessment report)

ISSUE	OBSERVATIONS
Changes in incentives for schools/teachers	<ul style="list-style-type: none"> The first tranche of Direct School Support (ADE) grants now reliably reach schools by the first day of school each year (2018 RAR).
Changes in the institutional capacity of key ministries and/or other relevant government agencies (e.g. staffing, structure, organizational culture, funding)	<ul style="list-style-type: none"> 1360 primary school directors received training. An online and offline platform was developed for the district supervision of schools. MINEDH staff received POEMA training, addressing public-sector management processes including evaluation. (2018 RAR)

Kyrgyz Republic

ISSUE	OBSERVATIONS
Changes in # of schools relative to # of children	<ul style="list-style-type: none"> Between 2012 and 2016, the number of ECD institutions increased from 819 to 1,296. The number of children aged 0-7 increased from 115,812 to 173,633 The number of schools at primary and secondary level increased from 2,207 in 2012 to 2,265 in 2018 (EDS 2021-2030). Between 2012 and 2017, the number of students enrolled in primary education grew from 405,318 to 501,011.
Changes in costs of education to families	<ul style="list-style-type: none"> The establishment of satellite kindergartens that converted community spaces into extra classrooms, and schools and teachers' homes into centres of learning for young children. These innovations reduced costs, and offered families affordable options for their children's early education (ESA, 2019)
Changes in availability of programs to improve children's readiness for school	<ul style="list-style-type: none"> The first full year of the Nariste 480-hour program began in 2016 and was designed to provide preschool-aged children (typically aged 5-7) with equal opportunities for learning in first grade. With support from GPE (2014-2017 ESPIG), the program was expanded from a 240-hour program in 2011 to 480-hour program in 2016 and is currently delivered throughout the academic year. The expansion of the program's operating hours met a key national objective of providing a minimum level of pre-school enrichment to most school-going children of the country. The number of children entering Grade 1 after pre-school programs increased from 12,484 in 2012 to 111,337 in 2017. (ESA, 2019)
New/expanded measures put in place to meet the educational needs of children with special needs and learners from disadvantaged groups	<p>Over the review period, several initiatives have been introduced to address the low enrolment of children with special education needs (SEN) in schools. These include:</p> <ul style="list-style-type: none"> Infrastructure adjustment and provision of specialized TLMs Introduction of a normative / per capita funding formula that includes a provision for children with learning disabilities. Establishment of three teacher training resource centers. Development of an Inclusive Education Policy

ISSUE	OBSERVATIONS																																																																													
<p>New/expanded measures put in place to further gender equality in education</p>	<ul style="list-style-type: none"> While gender parity has been achieved in general education enrollment, an EU-funded gender study conducted in 2017 revealed that gender stereotyping is present within the education system (i.e. in curriculum and textbooks. To address gender stereotyping in textbooks, the MoES undertook a gender assessment of textbooks (under the support of the EU grant scheme), and recommendations of this assessment have been introduced in textbooks on new education standards for grades 5-6 at secondary schools (ESA, 2019). 																																																																													
<p>Changes in Pupil/teacher ratios</p>	<ul style="list-style-type: none"> The pupil teacher ratio at the primary level has declined from 24:1 in 2012 to 28:1 in 2017. The pupil teacher ratio at the secondary level has stayed steady at 14:1 between 2012 and 2017. (ESA 2019). 																																																																													
<p>Changes in pupil/trained teacher ratio</p>	<ul style="list-style-type: none"> Based on available data (until 2014) the proportion of School Teachers at primary and secondary levels who have completed higher professional education is already above 90 per cent and still rising, although slowly. (ESA 2019). 																																																																													
<p>Changes in equitable allocation of teachers (measured by relationship between number of teachers and number of pupils per school</p>	<ul style="list-style-type: none"> STR in primary grades varies greatly depending on the regions. The highest ratio is observed in the two main cities of Bishkek and Osh, as well as in Chuy province. In other regions, the STR does not exceed the national average (From ESA 2019) <table border="1" data-bbox="626 984 1455 1577"> <thead> <tr> <th></th> <th>2011/ 2012</th> <th>2012/ 2013</th> <th>2013/ 2014</th> <th>2014/ 2015</th> <th>2015/ 2016</th> <th>2016/ 2017</th> </tr> </thead> <tbody> <tr> <td><i>Kyrgyz Republic</i></td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>26</td> <td>28</td> </tr> <tr> <td>Batken province</td> <td>22</td> <td>22</td> <td>23</td> <td>23</td> <td>24</td> <td>25</td> </tr> <tr> <td>Jalalabad prov.</td> <td>23</td> <td>23</td> <td>24</td> <td>24</td> <td>22</td> <td>27</td> </tr> <tr> <td>Issyk Kul prov.</td> <td>22</td> <td>24</td> <td>24</td> <td>24</td> <td>26</td> <td>26</td> </tr> <tr> <td>Naryn province</td> <td>20</td> <td>20</td> <td>21</td> <td>20</td> <td>20</td> <td>22</td> </tr> <tr> <td>Osh province</td> <td>23</td> <td>23</td> <td>23</td> <td>24</td> <td>23</td> <td>25</td> </tr> <tr> <td>Talas province</td> <td>22</td> <td>22</td> <td>23</td> <td>22</td> <td>25</td> <td>25</td> </tr> <tr> <td>Chuy province</td> <td>26</td> <td>27</td> <td>28</td> <td>30</td> <td>30</td> <td>32</td> </tr> <tr> <td>Bishkek city</td> <td>35</td> <td>36</td> <td>39</td> <td>40</td> <td>40</td> <td>41</td> </tr> <tr> <td>Osh city</td> <td>35</td> <td>34</td> <td>40</td> <td>43</td> <td>39</td> <td>39</td> </tr> </tbody> </table> <p>(Source, ESA 2019)</p>		2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	<i>Kyrgyz Republic</i>	24	25	26	27	26	28	Batken province	22	22	23	23	24	25	Jalalabad prov.	23	23	24	24	22	27	Issyk Kul prov.	22	24	24	24	26	26	Naryn province	20	20	21	20	20	22	Osh province	23	23	23	24	23	25	Talas province	22	22	23	22	25	25	Chuy province	26	27	28	30	30	32	Bishkek city	35	36	39	40	40	41	Osh city	35	34	40	43	39	39
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ISSUE	OBSERVATIONS
Changes in relevance and clarity of (basic education) curricula	<ul style="list-style-type: none"> • New education standards have been developed and are based on i) a competence-based approach and ii) result-oriented learning that is geared towards the application of knowledge and skills in life. • Changes include the increase in the number of hours in foreign languages, the introduction of the subject "Informatics" from Grade 5, and increased attention to the subjects of the natural science cycle. In addition, standards were developed for the profile level in Grades 10 and Grade 11 in mathematics, physics, chemistry and biology. (<i>EU SBS Final Report, 2019 & ESA 2019</i>)
Changes in availability and quality of teaching and learning materials	<ul style="list-style-type: none"> • The Kyrgyz government financed the development, printing and distribution of approximately three million textbooks, teacher guides for primary and lower secondary schools and a package of essential TLMs for primary schools. (<i>World ICR, 2019</i>). • The regulatory legal framework of textbooks publishing system has also been revised, and a number of regulations governing this process have been approved, including requirements for conducting various types of examinations.
Changes to pre-service teacher training	<ul style="list-style-type: none"> • In 2017, the MoES (with support of the ADB) developed an improved policy framework on teacher development and management (e.g. The New Teacher), covering the whole teacher education and development cycle. The new teacher development framework aims to improve the attractiveness of teacher profession. At present, the MoES is also initiating the development of a qualification framework and professional standards for teachers. • Donor supported initiatives have also contributed to teacher training efforts. The World Bank Sector Support for Education Reform Project completed three rounds of training, covering primary teachers, Deputy Directors, Heads of Methodological Units on competency-based curriculum and pedagogy (<i>EU SBS Report, 2019</i>). • Education officials trained and certified under this component total 11,789 (103.4%), with 11,400 planned (<i>WB, Restructuring Project</i>). • The USAID Time to Read program trained more than 400 national trainers and 9,000 primary grade teachers and school administrators on classroom best practices and basic reading skills instruction (<i>USAID</i>).
Changes to in-service teacher training	<ul style="list-style-type: none"> • It should be noted that the on-going coverage of in-service teacher training is lower than what is required by law. A functional analysis of the in-service teacher education and training space revealed only 8-9% of coverage instead of 20% as required by the law (<i>Functional Analysis of In-service Training, ADB 2017</i>).
Changes in the institutional capacity of key ministries and/or other relevant government agencies (e.g. staffing, structure, organizational culture, funding)	<ul style="list-style-type: none"> • The World Bank Sector Support for Education Reform Project completed three rounds of training, covering primary teachers, Deputy Directors, Heads of Methodological Units on competency-based curriculum and pedagogy (<i>EU SBS Report, 2019</i>).

Rwanda

ISSUE	OBSERVATIONS
Changes in # of schools relative to # of children	<ul style="list-style-type: none"> Number of classrooms grew 10.4% at primary level (3,013 classrooms) and 33.3% at secondary level (4,498 classrooms) from 2012-2017, slightly outpacing growth in student population <p>Change in pupil-classroom ratio:</p> <ul style="list-style-type: none"> Primary level: 83:1 (2012) to 80:1 (2017) Secondary level: 40:1 (2012) to 35:1 (2017)
Changes in costs of education to families	<ul style="list-style-type: none"> Households contribute on average 4% of their annual expenditures on schooling and financial considerations (school costs) are the single most important factor leading to dropouts.
Changes in availability of programs to improve children's readiness for school	<ul style="list-style-type: none"> Number of pre-primary schools grew 70.5% from 2012-2017 (number of classrooms increase to 1,318 total). Pupil-Classroom ratio: 41:1 (2016-2017)
New/expanded measures put in place to meet the educational needs of children with special needs and learners from disadvantaged groups	<ul style="list-style-type: none"> Important improvements observed during the review period: <ul style="list-style-type: none"> Special Needs and Inclusive Education Policy and strategic plan developed (2017) New School of Special Needs and Inclusive Education at University of Rwanda-College of Education (UoR-CoE) (2015) New teacher training modules and new curriculum aligned with competency-based curriculum developed (2016) 3,398 teachers trained in special needs education (2016-2017) 18% of primary and 23.5% of secondary schools had adequate infrastructure for students with disabilities (2017)
New/expanded measures put in place to further gender equality in education	<ul style="list-style-type: none"> Girls outperform boys in most indicators related to enrollment, dropout, repetition, completion and examination pass rates at primary and secondary level, therefore no interventions planned at this level Adjusted Gender Parity Index (GPIA) in lower secondary went from 0.87 (2010) to 1.16 (2015), i.e. from favoring boys to favoring girls. In primary, GPIA went from 1.04 (2010) to 1.22 (2015), strongly favoring girls. For TVET and higher education, several sensitization campaigns were implemented. National Girls' Education Policy drafted in 2017
Other (may vary by country)	<ul style="list-style-type: none"> National School Feeding Policy developed in 2016. By 2017, 66% of secondary, 7.7% of primary and 15.4% of pre-primary students received meals through the program. Increased access to latrines from 81/84% to 97/98% for primary/secondary schools (2016-2017). For pre-primary, increased from 50 to 72%. Increase in TVET providers: Number of Vocational Training Centers increased by 66% (116 to 193); Number of Technical Secondary Schools by 20% (160 to 192); Number of Polytechnics increased by 750% (2 to 17).

ISSUE	OBSERVATIONS
Changes in Pupil/teacher ratios	<ul style="list-style-type: none"> • Increase in the total number of teachers. • Pupil-teacher ratio: <ul style="list-style-type: none"> – Pre-primary: 40:1 (2012) to 32:1 (2017) – TVET: 30:1 (2012) to 13:1 (2017)
Changes in pupil/trained teacher ratio	<ul style="list-style-type: none"> • Increase in the proportion of qualified teachers from 95.6% (2012) to 98.2% (2017) in primary schools. • Secondary schools have disproportionately recruited more teachers without formal qualifications - decline in proportion of qualified teachers in secondary schools from 67.4% (2012) to 58.8% (2017). <p>Pupil-qualified teacher ratio:</p> <ul style="list-style-type: none"> – Primary: 62:1 (2012) to 59:1 (2017) – Secondary: 34:1 (2012) to 26:1 (2017)
Changes in relevance and clarity of (basic education) curricula	<ul style="list-style-type: none"> • Development of new competency-based curriculum
Changes in availability and quality of teaching and learning materials	<ul style="list-style-type: none"> • 4.8 million new primary books delivered (2018)
Changes to pre-service teacher training	<ul style="list-style-type: none"> • Pre-service teacher training modules developed that are aligned with new curriculum • Establishment of TVET Trainer Institute (RTTI) in 2018 • Most basic education teachers trained in new curriculum
Changes to in-service teacher training	<ul style="list-style-type: none"> • UoR-CoE introduced a program to allow unqualified teachers to obtain formal qualifications through in-service training. • Cascade method used to provide in-service training on new curriculum to all primary/secondary teachers. • Expansion of the school-based mentorship program, which was introduced in 2012, that trains teachers (mentors) to provide training to newly qualified teachers in English and ICT - expanded from one mentor per sector to one mentor per school.
Other (may vary by country)	<ul style="list-style-type: none"> • Development and implementation of the 2016 Rwanda National Qualifications Framework (RNQF) and the Rwanda Technical Qualifications Framework (RTQF). The RNQF harmonizes existing certification procedures for the entire sector. The RTQF establishes seven levels of certifications for the TVET sub-sector. • Strengthening of computer literacy in basic education: 70% of primary schools and 84% of secondary schools had internet connectivity in 2017; 30,000 laptops provided to primary school students in 2015-2016.

ISSUE	OBSERVATIONS
Changes in the institutional capacity of key ministries and/or other relevant government agencies (e.g. staffing, structure, organizational culture, funding)	<ul style="list-style-type: none"> Capacity trainings provided to school officials, members of Parent—Teacher Associations (PTA) and members of School General Assemblies: 7,300 PTA/School General Assemblies and 2,027 school officials trained between 2012 and 2017 in management skills. REB developing a standardized competency framework for developing teacher competencies. Shift of responsibilities for managing DEOs and SEOs from MINALOC to MINEDUC (i.e. from district-level to central-level authorities).

Senegal

ISSUE	OBSERVATIONS
Changes in # of schools relative to # of children	<ul style="list-style-type: none"> Increase in the number of preprimary schools by 25.7%, primary schools by 13.4% and secondary schools increased by 82.2%. Infrastructure growth has been outpaced by the rapid growth in the student population: Classroom to student ratio for all primary schools declined from 1:46 to 1:40 from 2008-2013, it increased to 1:42 in 2017.
Changes in costs of education to families	<ul style="list-style-type: none"> Basic education is free of cost, but indirect and direct costs associated with schooling are the most important impediment. Households contributed to an estimated CFA 17 billion for school expenditures (mostly tuition fees) across all sectors in 2018, representing 2.8% of all domestic expenditures.
Changes in availability of programs to improve children's readiness for school	<ul style="list-style-type: none"> Number of pre-primary schools grew 70.5% from 2012-2017 (number of classrooms increase to 1,318 total). Pupil-Classroom ratio: 41:1 (2016-2017) Expenditure on pre-primary education increased 67.5% from 2012-2018 and the number of public pre-primary schools increased by 25.7% from 2012-2017.
New/expanded measures put in place to meet the educational needs of children with special needs and learners from disadvantaged groups	<ul style="list-style-type: none"> Interventions to increase the availability of alternative forms of education to meet the needs of people adverse to enrolling in the regular education system Proportion of public schools that are Franco-Arabic increased from 3.4% to 4.1% between 2013-2017 Few system level improvements in terms of policy and curricula development with the aim of including children with special needs in education. Development of a national framework for special needs in education is in progress, but status is unclear Since 2016, PAQUET has codified 6 of the 22 national languages in Braille but the training in the use of these tools is not yet included in the initial teacher framework Improvement in infrastructure: proportion of primary classrooms adapted to students with physical handicaps has increased from 12.4% to 19.7% from 2013 to 2017

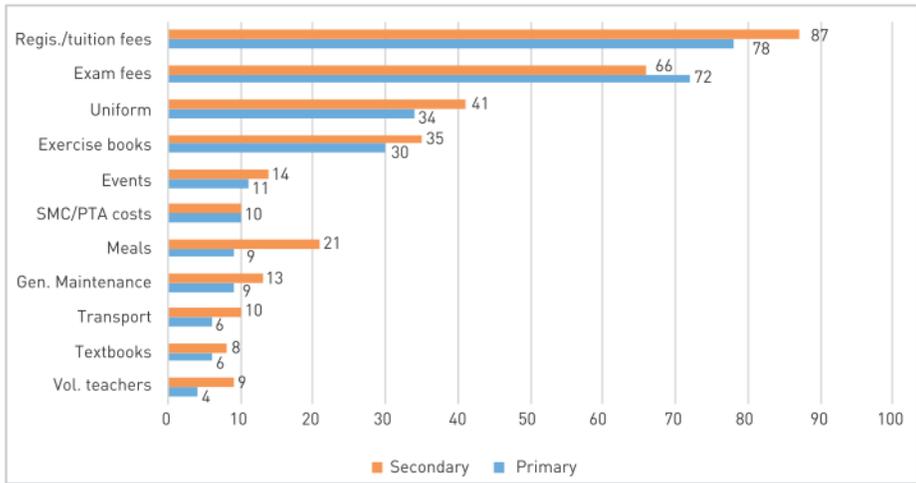
ISSUE	OBSERVATIONS
New/expanded measures put in place to further gender equality in education	<ul style="list-style-type: none"> • After achieving significant progress in addressing gender inequality (disfavoring girls) in the last decade, girls are now outperforming boys in most areas such as enrollment, repetition, completion and learning assessments at the primary and lower secondary • Gender equality has been achieved at various points in time for most of the basic indicators in Senegal- but the disparity has shifted against boys in many areas • Full parity between girls and boys was achieved in 2007 for primary GER and in 2012 for lower secondary GER (UIS data)
Other (may vary by country)	<ul style="list-style-type: none"> • No progress in replacing temporary shelters- the proportion of primary schools using the shelters increased from 8.4% to 9.6% between 2014-2017 • Large decline in the availability of school feeding- proportion of schools with a canteen declined substantially at both the primary (53% to 12.5%) and pre-primary level (29.4% to 17.8%)
Changes in pupil/teacher ratio	<ul style="list-style-type: none"> • Pre-primary school: worsened from 1:17 to 1:22 between 2012-2017 • Primary school: remained stable at 1:32 • Secondary school: worsened 1:39 to 1:41 for upper secondary between 2013-16
Changes in pupil/trained teacher ratio	<ul style="list-style-type: none"> • Pre-primary: improved from 1:75 to 1:59 • Primary: improved from 1:50 to 1:43 • Secondary: no data
Changes in relevance and clarity of (basic education) curricula	<ul style="list-style-type: none"> • Development of a competency-based curriculum has not yet been achieved
Changes in availability and quality of teaching and learning materials	<ul style="list-style-type: none"> • Availability of textbooks improved substantially from 2013 to 2017
Changes to pre-service teacher training	<ul style="list-style-type: none"> • Significant progress in establishing a foundation for improved teacher training by strengthening the framework for initial (pre-service) teacher training • Teacher requirements have been strengthened in 2013, and as a result between 2013 and 2017, the proportion of public teachers with a secondary diploma has increase across all levels.

ISSUE	OBSERVATIONS
Changes to in-service teacher training	<ul style="list-style-type: none"> • Strengthening qualifications of existing teachers through certifications- proportion of public teachers without a teaching license declined in primary and secondary schools (but increased slightly for pre-primary) and the proportion of permanent teachers improved in primary schools • Consultants and officers highlighted some major shortcomings: <ul style="list-style-type: none"> • Unclear responsibilities related to the coordination • Absence of an overarching national strategy and framework for pedagogical reforms • CAP units, which are the ones who provide the in-service training are often not operating effectively- are not fully institutionalized and lack funding to conduct planned activities • Few positive steps observed: development of harmonized teaching manuals aligned with the competency-based approach, with 33,000 manuals distributed to public teachers at the primary and lower secondary level.
Other	<ul style="list-style-type: none"> • There was considerable progress in increasing the availability of technical equipment • 123 schools were equipped with laboratories from 2012-2015 • Computer labs and research centers were constructed in all public universities (12 labs were operational in 2015 and another 9 were under construction and the number of research centers increased from 9 to 16 in 2014-2015. • Efforts made to mainstream the teaching of science at all levels – constructing 20 scientific and technical blocks in 14 regions.
Changes in the institutional capacity of key ministries and/or other relevant government agencies (e.g. staffing, structure, organizational culture, funding)	<ul style="list-style-type: none"> • Institutionalization of performance contracts has established a system of measurable targets at every level that allows for monitoring the achievement of results • Direct funding was introduced for public primary school, from 2013-2017, total volume of resources transferred directly to primary schools increased from 0.4 % to 0.7% of total domestic financing. However, this mechanism is not yet fully institutionalized.

South Sudan

ISSUE	OBSERVATIONS
<p>Changes in # of schools relative to # of children</p>	<p>The number of schools has risen at all levels between 2011 and 2017. The number of pre-primary schools increased by 40% from 447 in 2011 to 725 in 2017. The number of primary schools increased by 16% from 3447 in 2011 to 3,982 in 2017. The number of secondary schools has risen by 43% from 196 schools in 2011 to 281 in 2017. The number of AES schools has risen by 14% from 1101 in 2011 to 1251 in 2017. The combined number of these four types of schools has risen by 20% from 5191 in 2011 to 6239 in 2017.</p> <p>Data source: UNESCO 2018a:72-73. 2011 data based on EMIS 2011. 2017 data based on GEAR2017 data and represents all 33 states except Terekeka, which was not present at the GEAR.</p> <p>The number of children of school-age (5-17) has risen by 25% from 3.2m in 2011 to 4.0m in 2017. Source: UNESCO 2018a:102. Original source: National Bureau of Statistics, 2009.</p> <p>The number of children of school-age has thus risen faster than the total number of basic education schools. IT has risen faster than the number of primary schools and AES centres, but more slowly than the number of pre-primary and secondary schools.</p> <p>20% of schools in the country were estimated to not be functioning in October 2018, primarily due to insecurity, followed by departures of teachers and students, the inconsistency of teacher pay, and the lack of TLMs. Source: Education Cluster Assessment 2018, pp.15-16. This figure was 25% in 2016 and 12% in 2017 (source: ECA 2016:16).</p>
<p>Changes in average distance to school</p>	<p>20% of schools in the country were estimated to not be functioning in October 2018, primarily due to insecurity, followed by departures of teachers and students, the inconsistency of teacher pay, and the lack of TLMs.</p> <p>School distance is always ranked prominently as a reason for school non-attendance and/or dropout. Its prominence as a factor cited may have fallen marginally over time, not primarily due to improvements in distance, but due to the rise of other factors, such as displacement due to conflict.</p> <ul style="list-style-type: none"> • In 2009, school distance was cited as the second most common reason for not attending school (23%), behind inability to pay fees (24%). In rural settings it was the main reason (24%) ahead of fees (22%), in urban settings it was a less prominent reason (9%) behind fees (39%), and other reasons. Source: CESR:53, original source, household survey 2009. • EMIS 2011 and 2013 do not contain data on the main reasons for school non-attendance/cost. • In 2014, “The 2014 Draft National Inclusive Education Policy (MoEST, 2014) lists three main barriers preventing people with disabilities from accessing education: (i) long distances to school (84% of cases), (ii) negative attitudes (52%), and (iii) lack of teacher experience (42%). Teasing and bullying were mentioned in 24% of cases.” Source: ESA 2016:67. • In 2015 long distance to school was ranked second (12%) behind school cost (20%) about the main reason for primary dropouts in a survey of headteachers (ahead of displacement, 9%), and joint fourth after cost (18%), marriage (17%), family issues (12%), and displacement (8%) as a main reason for secondary dropout. (ESA 2016:66). For females in secondary, marriage/pregnancy was by far the most cited factor, 32% (ibid). • In 2016, long distance to school was ranked first (15%) as the main reason for student dropout (not by level), in front of inability to pay school fees (14%), displacement (14%) and family issues (12%). (other/unknown: 24%). Source: EMIS 2016:p.27. Of note, the percentage of drop-outs due to distance varied significantly across states for which data was available, from 6% in Amadi to 27% in Gogrial (UNESCO 2018a:72, original source EMIS 2015).

ISSUE	OBSERVATIONS																											
	<ul style="list-style-type: none"> In 2018, long distance to school was ranked fifth (7%) as the most important reason for dropouts (same % for boys and girls), behind lack of food (14% boys, 12% girls), domestic duties (18% girls, 5% boys), marriage (35% girls, 5% boys), inability to pay fees (11% boys, 7% girls), and looking for a job/cattle rearing (23% boys, n/a girls). Source: Education cluster assessment, October 2018, p.26. Random nationwide sample of 400 primary schools surveyed. <p>The share of primary schools offering a full primary cycle may have slightly improved since 2009.</p> <ul style="list-style-type: none"> In 2011, 83% of primary schools did not offer a full cycle. Source: GESP I:34, original source, EMIS 2011. Over 2013–2015, 41% of pupils (550,000, of which 390,000 in GUPN states) attended one of the 73% of primary schools that did not offer the next grade. In non-GUPN states, only 19% of pupils face grade discontinuity. Source: ESA 2016:72. In 2015, 58% of primary students attended one of the 74% of primary schools in South Sudan which did not offer a full primary cycle (54% and 72% respectively in non-GUPN states). Source: ESA 2016:64. <p>South Sudan Education Sector Analysis, 2016</p> <p>Figure ES6. Share of schools offering a given grade in primary, 2009 and 2015 (%)</p> <table border="1"> <caption>Data for Figure ES6: Share of schools offering a given grade in primary, 2009 and 2015 (%)</caption> <thead> <tr> <th>Grade</th> <th>2009 (%)</th> <th>2015 (%)</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>99%</td> <td>99%</td> </tr> <tr> <td>P2</td> <td>98%</td> <td>99%</td> </tr> <tr> <td>P3</td> <td>94%</td> <td>97%</td> </tr> <tr> <td>P4</td> <td>83%</td> <td>90%</td> </tr> <tr> <td>P5</td> <td>60%</td> <td>75%</td> </tr> <tr> <td>P6</td> <td>41%</td> <td>58%</td> </tr> <tr> <td>P7</td> <td>26%</td> <td>41%</td> </tr> <tr> <td>P8</td> <td>13%</td> <td>27%</td> </tr> </tbody> </table> <p>Sources: World Bank, 2012; MoEST, 2008–2015. Authors' computations.</p> <p>Source: ESA 2016:22</p>	Grade	2009 (%)	2015 (%)	P1	99%	99%	P2	98%	99%	P3	94%	97%	P4	83%	90%	P5	60%	75%	P6	41%	58%	P7	26%	41%	P8	13%	27%
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<p>Changes in costs of education to families</p>	<p><i>No data on actual average cost of education to families is available in a way that would allow comparisons over time. However, data on school distance being an issue for access is available.</i></p> <ul style="list-style-type: none"> In 2009, inability to pay fees (24%) was cited as the second most common reason for not attending school, ahead of distance (23%), behind. In urban settings it was the main reason (39%), in rural settings it was the second reason (22%) behind distance (24%). Source: CESR:53, original source, household survey 2009. In 2015 school cost (20%) was ranked first as the main reason for primary dropouts in a survey of headteachers (ahead of distance, 12%, displacement, 9%). For females in secondary, marriage/pregnancy was by far the most cited factor, 32% (ibid). 																											

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<p>Changes in availability of programs to improve children's readiness for school</p>	<p>In 2009, there were 400 government-paid staff that worked in 75 nursery schools. (CESR 2012, p. 29). In 2015, there were 3,148 pre-primary teachers (937 in government schools) (ESA 2016, p. 25). "High dropout rate between P1 and P2 could be linked to poor pupil preparedness following low coverage of pre-primary." (ESA 2016, p.18)</p> <p>The number of pre-primary schools rose from 447 in 2011 to 725 in 2017 (UNESCO 2018a:73).</p>																																				
<p>New/expanded measures put in place to meet the educational needs of children with special needs and learners from disadvantaged groups</p>	<p>Few significant/large-scale measures undertaken during the review period. The 2016 ESA notes: "MoEST with the support of NGOs is currently working on ways to improve access and teaching conditions for children with disabilities (including sensitization campaigns, and teaching and learning materials sensitive to special needs pupils)." (ESA 2016, p. 68)</p>																																				

ISSUE	OBSERVATIONS
New/expanded measures put in place to further gender equality in education	<p>During the period, nationwide cash transfers for adolescent girls (primary five to eight and secondary one to four) were introduced. Approximately 127,000 girls (out of 140,500 girls enrolled from P5 through S4) received direct cash transfers in 2015 (ESA, p. 19)</p> <p>Moreover, “MoEST has recently developed a national girl’s education strategy that provides a framework of action to remove various barriers (social, school-based, and policy and system-based) preventing girls from obtaining an education.” (ESA, p. 70). However, it has not yet been implemented.</p> <p>The new South Sudanese curriculum emphasizes gender equity (ESA, p. 93). It has been finalized and is in the process of being rolled out as of early 2019.</p>
Other	<p>The ESA 2016:22 notes that classroom conditions marginally improved between 2009 and 2015: “In 2015, 36% of classrooms were permanent structures and 27% were semi-permanent, compared with 25% and 29%, respectively, in 2009.”</p> <p>It further notes: “Most schools lack basic facilities and equipment. While most schools have access to toilets (85% have toilets, and 54% have separate toilets for male and female), fewer than half of primary schools have access to water (32%) and a health centre (9%), and only 58% have a playground. At secondary level, access to facilities is better: 83% of schools have access to water and 88% have toilets (84% have separated toilets), but only 58% have a playground [...]. A large number of schools also lack basic learning equipment such as desks and chairs, blackboards, and chalk.” ESA 2016:22</p>
Changes in Pupil/teacher ratios (PTR, primary)	<p>2009:</p> <ul style="list-style-type: none"> • 50:1 UIS 2011 estimate • 53:1 (ESP I:86) • Between 2007 and 2009, pupil-teacher ratio in primary schools increased from 43:1 to 52:1 (when including volunteer teachers – it was 81:1 in 2009 when excluding volunteers). (CESR, p. 6; 31) • Average pupil-teacher ratio varies between 31:1 (Central Equatoria) and 84:1 (Jonglei) (excluding volunteers, the range is 44 and 139 for each state respectively). Wide range in teacher distribution across schools (CESR, p. 8) <p>2015:</p> <ul style="list-style-type: none"> • 47:1 UIS 2015 estimate • 45:1 2015 ESA:110 (77:1 if only permanent teachers counted) • Due to reliance on volunteer and part-time teachers, the pupil-teacher ratio in government schools ranges from 19:1 (secondary schools) to 44:1 (primary). In AES and pre-primary, it is 28:1 and 37:1, respectively. If volunteers are not considered, PTR rises to 75:1 in primary. (ESA 2016, p. 24) • Disparities are strong, especially in primary where PTRs range from 33:1 in Western Equatoria to 59:1 in Jonglei (ESA 2016, p.11) <p>UNESCO 2018a:64 state data shows that PTRs were similar in 2012 and in 2015</p>
Changes in pupil/trained teacher ratio	<p>2011:</p> <p>117:1 (ESP I:86)</p> <p>131:1 (ESP 1:28)</p> <p>125:1 (EMIS 2011:57)</p> <p>UIS: no data</p> <p>---</p>

ISSUE	OBSERVATIONS
	<p>2015: 57:1 (government schools) (ESP 2:43) 85:1 (EMIS 2015:16) 55:1 UIS 2015 estimate ---</p> <p>2016: 105:1 (EMIS 2016:37)</p>
<p>Changes in equitable allocation of teachers (measured by relationship between number of teachers and number of pupils per school)</p>	<p>Number of teachers in primary 2011: 26k (EMIS 2011:57) / 29k (UIS) Number of teachers in primary 2015: 25k (EMIS 2015:15) / 27k (UIS) Number of teachers overall (2015): 40,911 (ESP 2:22) ---</p> <p>2009: Number of teachers per school in 2009 was 8.3 (incl. volunteers) in primary (CESR, p. 31) and 14 in secondary (p. 34) CESR (p.9) provides an overview of the relationship between the number of teachers and the number of students in any given school. ---</p> <p>2015: ESA 2016 (p.113) provides an overview of the relationship between the number of teachers and the number of students in any given school. Teacher deployment to schools is poor. The degree of coherence is 39%. However, this is an improvement from 2009 when teachers were allocated to school according to pupil numbers in only 21% of cases (ibid, p. 113)</p>
<p>Changes in relevance and clarity of (basic education) curricula</p>	<p>Improvement: a new South Sudanese curriculum was developed during the review period (along with corresponding TLMs). Dissemination and training on new curriculum and TLMs in ongoing in 2019. --</p> <p>2009: “many schools still operate under a foreign curriculum, for example, following the Kenyan or Ugandan system” (CESR, p. 4). “A variety of curricula were adopted across states...MoE is in the process of introducing a national curriculum and schools are gradually adopting it. In 2009, more than 60% of grade 4 classrooms had implemented the national curriculum, and more than 95% of grade 1 classrooms had done so.” (p. 78) --</p> <p>2015: “the country recently adopted a revised curriculum that addresses issues of safety, resilience, and social cohesion...the peacebuilding aspects of this curriculum incorporate components such as life skills and peace education” (ESA 2016, p. 10) The new curriculum uses English as the language of instruction from P4 onwards. There is active student participation in the new curriculum framework, which emphasizes student-centered learning. (p. 23; 92)</p>

ISSUE	OBSERVATIONS
	<p>New curriculum covers all levels from ECDE to secondary. It emphasizes that “learning should be relevant to the lives of learners and reflect the local context and cultures”. It emphasizes inclusive learning and gender equity. (p.93)</p> <p>Series of booklets were developed addressing these various components such as co-existence with others, self-esteem, effects of conflict and conflict resolution, initiating dialogue and behavior change, which are being used within schools and with out-of-school youth. (p. 93)</p>
<p>Changes in availability and quality of teaching and learning materials</p>	<p>2009:</p> <p>Average pupil: textbook ratio is 3:1 in primary for math and English (CESR, p. 6).</p> <p>About 20% of students on average had access to a math or English textbook in Grades 3-5. The ratio in grades 1-4 for English textbooks is 3:1 and for math 6.7:1, whereas for grades 5-8, the ratios were 3:1 for both English and Math (p.75-76).</p> <p>---</p> <p>No change in 2015</p> <p>“Textbooks are in short supply and are poorly allocated to schools, especially in risk-prone areas. On average, there is one textbook for every three pupils for English and mathematics. From the lowest to highest level of risk, the number of pupils per English textbook more than triples, from two to seven.” ESA 2016:22</p> <p>“The number of pupils per textbook ranges from 2.3 to 5.5, with upper grades facing a more acute lack of textbooks (5:1) than lower grades (2.5:1) in both subjects” (p.118)</p> <p>Distribution of textbooks last occurred in 2013 and there were major inefficiencies in the distribution chain. Many did not reach schools and/or not in adequate numbers. Some may have been destroyed or looted in conflict areas. (p. 120). New curriculum is being rolled out, but new textbooks have not yet been printed and distributed (p. 105)</p> <p>Lifespan of a textbook in South Sudan is about five years. MoGEI has no warehouse to stock books and storage facilities are not available in all states or counties (p. 120)</p> <p>--</p> <p>Humanitarian support: schools were supplied with teaching and learning materials (e.g. school-in-a-box, recreational kits). Total of 72,152 female-oriented materials and 108,980 male-oriented materials were distributed in targeted areas (ESA 2016, p.6)</p>
<p>Changes to pre-service teacher training</p>	<p>Some support by donors to Teacher Training Institutes (TTIs), but these were mostly closed during the review period.</p> <p>% of qualified teachers:</p> <p>(data does not differentiate between pre- and in-service training)</p> <p>2011</p> <p>44% primary (EMIS 2011:55 estimate)</p> <p>2015</p> <p>43% overall, 38% primary (EMIS 2015:15)</p> <p>41% overall, 28% primary (ESP 2:21)</p> <p>2016</p> <p>46% overall, 42% primary (EMIS 2016:35)</p>
<p>Changes to in-service teacher training</p>	<p>Many in-service trainings undertaken during the review-period, but no change in the ‘system’ of in-service training.</p> <p>% of qualified teachers:</p>

ISSUE	OBSERVATIONS
	Same as above
Changes in incentives for schools/teachers	No new incentives as such, but EU IMPACT program has provided some cash transfers to teachers since 2017, to make up for the difficulty experience by the GoSS in paying salaries. However, this is explicitly designed as a temporary program and not intended to be a new or long-lasting intervention or incentive.
Primary pupil-classroom ratio	<p>2009: average of 129 pupils per classroom (CESR, p.6)</p> <p>2011: 125:1 (EMIS 2011:57) 131:1 (GESP I:28)</p> <p>2015: Average number of pupils registered per class is 56, decreasing from P1 (75 pupils/class) to P8 (39 pupils /class) (ESA 2016, p. 11) 85:1 (EMIS 2015:16) 57:1 (gov) (ESP 2:43)</p> <p>2016 105:1 (EMIS 2016:37)</p>
Changes in the institutional capacity of key ministries and/or other relevant government agencies (e.g. staffing, structure, organizational culture, funding)	A new MoGEI structure (and corresponding unit and job descriptions) was developed but has not yet been fully rolled out. Some departments were upgraded from units to directorates during the review period, e.g., teacher management.

Tajikistan

ISSUE	OBSERVATIONS
Changes in # of schools	<ul style="list-style-type: none"> From 2012-2017, the number of general secondary schools¹³⁴ increased from 3,813 to 3,870.
Changes in availability of programs to improve children's readiness for school	<ul style="list-style-type: none"> The number of preschool institutions increased from 451 to 636 between 2012 and 2017, and the number of ECE centers increased from 1,400 to 1,647 during the same period.
New/expanded measures put in place to meet the educational needs of children with special needs and learners from disadvantaged groups	<ul style="list-style-type: none"> The concept of school meals was approved by the GoT in 2015, resulting in increased number of students receiving meal in schools. In 2017, the GoT adopted the Law on the Education of Adults, recognizing the right of adults to equal educational access at any point in their lives. In 2013, the Law on Preschool Education was also adopted, which guarantees the right to early childhood care and education to all Tajik citizens. Available ECE curriculums, modules, and teacher guides were also translated from Tajik and Russian to some ethnic minority languages. There were 28 schools teaching facilities specialized in teaching disadvantaged children in 2017.
New/expanded measures put in place to further gender equality in education	<ul style="list-style-type: none"> Nothing implemented specifically aimed at expanding measures to further gender equality in education
Changes in Pupil/teacher ratios	<ul style="list-style-type: none"> The pupil-teacher ratio in ECE decreased from 12.65 in 2012 to 11.44 in 2017 (UIS data). The pupil-teacher ratio in primary education decreased from 23.00 in 2012 to 22.30 in 2017 (UIS data).
Changes in relevance and clarity of (basic education) curricula	<ul style="list-style-type: none"> With the introduction of the competency-based learning approach, curriculum was reviewed in primary and lower secondary education. The curriculum for ECE was revised in accordance with the Law on Preschool Education.
Changes in availability and quality of teaching and learning materials	<ul style="list-style-type: none"> A total of 52 types of learning materials were developed for pre-primary education, including teaching programs, textbooks, teacher's guides, and subject standards. The new learning materials were done in accordance with the Law on Preschool Education and learning adopted in 2015. Available ECE learning materials were also translated into some ethnic minority languages. Teacher training packages¹³⁵ were developed in accordance with the new competency-based approach to learning. MoES developed and approved 25 professional standards for TVET. It also started the development of competency standards and standards for learning assessment in five sectors and 17 pilot professions for TVET education. In relation to the new standards, 120 training curricula were approved for TVET institutions for grades 9-11.

¹³⁴ Schools in which different levels from primary, lower secondary, and upper secondary can be taught.

¹³⁵ Teachers guides and subject standards

ISSUE	OBSERVATIONS
Changes to teacher training	More than 80% of primary school teachers received training on the new competency-based curriculum. 900 teachers received training to deliver ECE curriculum.
Changes in incentives for schools/teachers	To increase the number of qualified teachers, the GoT implemented a strategy that focused on teacher training, curriculum development, enforcement of new teaching standards, and increased remuneration.

Togo

ISSUE	OBSERVATIONS
Changes in # of schools relative to # of children	<p>Pre-primary</p> <ul style="list-style-type: none"> Construction of pre-primary establishments increased by 400% (from 805 in 2011 to 3165 in 2018). The student to classroom ratio reduced from 43 to 34 between 2011 and 2018. <p>Primary</p> <ul style="list-style-type: none"> From 2011-2018, an average of 488 primary classrooms were constructed per year. The number of schools increased from 6721 in 2013 to 7458 in 2017. Ratio of students per classroom has stayed relatively stable at 42.8 in 2018 compared to 42.9 in 2011 <p>Lower secondary</p> <ul style="list-style-type: none"> Between 2011 and 2018, 85 classrooms a year were constructed, and the number of schools increased from 1351 in 2013 to 1765 in 2017 The student to classroom ratio increased from 65 to 75 between 2011 and 2018 <p>Upper secondary</p> <ul style="list-style-type: none"> On average, 52 classrooms were constructed yearly between 2011 and 2018 and the number of upper secondary schools increased from 313 to 444 from 2013 to 2017. The student to classroom ratio stayed somewhat stable- it was 63 in 2011 and 61 in 2018.
Changes in costs of education to families	In 2008, the government of Togo eliminated school fees at the primary level to expand access to all students. School fees have not been eliminated at the secondary level but have been reduced for girls. Parents contribute up to 56% of education costs for their children.
Changes in availability of programs to improve children's readiness for school	Pre-primary offer has improved through increased availability of pre-primary schools, a new pre-primary curriculum and more trained and qualified teachers.
New/expanded measures put in place to meet the educational	<ul style="list-style-type: none"> A pilot program was introduced in 2009 in 2 regions (Kara and Savanes) that introduced initiatives such as developing community awareness

ISSUE	OBSERVATIONS
needs of children with special needs and learners from disadvantaged groups	<p>among parents, teachers and school administrators on the issue of disability education, identifying children with disabilities in the community and providing support to them and their families, developing tools for teachers and students so as to integrate them into the regular school system (e.g.: exams translated into braille), providing training to teachers and other school staff, the use of travelling assistant teachers who provide additional support to teachers who have student disabilities in their class and the provision of a support person for students.</p> <ul style="list-style-type: none"> • A new strategy and model for inclusive education was developed in 2019.
New/expanded measures put in place to further gender equality in education	<p>To date, the government has provided uniforms, scholarships and school materials for girls, and conducted awareness campaigns in communities to encourage girls' educations. In addition, a teacher training module was developed on school-based gender-based violence and incorporated into teacher training curriculum.</p>
Other (may vary by country)	<ul style="list-style-type: none"> • The number of literacy centers have decreased from 1,195 (2013) to 668 (2017). • PSE places emphasis on improving access to schools in rural zones and disadvantaged areas- mainly through school constructions and converting community schools into public schools. There has been decreased growth in the number of EDILs and decreased enrollments in EDILs, although they have not been eliminated. The lower secondary sector, however, has seen growth in the number of CEGILs as well as student enrollment in CEGILs. • A National Policy on School Feeding was adopted in 2013, but school feeding was only undertaken through small initiatives by donors such as the World Food Programme and World Bank, with 90% of schools having no program in place.
Changes in Pupil/teacher ratios	<p>Primary: The ratio of student to teachers has remained stable – 44:1 in 2011 to 43:1 in 2017.</p> <p>Lower secondary: Ratio decreased from 79:1 (2011) to 56:1 (2018)</p> <p>Upper secondary: Ratio remained stable – from 41:1 (2011) to 43:1 (2018)</p>
Changes in pupil/trained teacher ratio	<p>Primary: The ratio of students to civil servant teachers decreased from 64:1 in 2011 to 59:1 in 2017.</p> <p>Lower secondary: The ratio of student to civil servant teachers increased from 79:1 (2011) to 96:1 (2018)</p> <p>Upper secondary: The ratio of student to civil servant teachers increased from 41:1 (2011) to 57:1 (2018)</p>

ISSUE	OBSERVATIONS
Changes in equitable allocation of teachers (measured by relationship between number of teachers and number of pupils per school)	The equitable allocation of teachers has worsened during the review period. Between 2011 and 2017, the degree of randomness ¹³⁶ increased from 36% to 41%.
Changes in relevance and clarity of (basic education) curricula	<p>Pre-primary: A new curriculum was also developed at the pre-primary level including the development of teaching and learning materials and training for pre-primary teachers</p> <p>Primary: Since 2014, the government of Togo has been rolling out the new curriculum with the development of textbooks and teaching materials for Reading and Math for grades 1 to 4.</p> <p>Secondary: limited efforts made to achieve the goal of creating a new model for rural colleges with a simplified curriculum and reduced class time for students.</p>
Changes in availability and quality of teaching and learning materials	<ul style="list-style-type: none"> • Data on student to textbook ratio varies by source: • Based on annual statistics, the student to textbook ratio at the primary level has worsened over time: decreasing from 1.1 for Math and 0.87 for Reading in 2013 to 0.64 for Math and 0.6 for Reading textbooks in 2017 • However, the JSR reports shows that student textbook ratios fluctuated between 0.6 to 1.5 for Reading and 0.7 and 1.4 for Math, with overall improvements for both subjects.
Changes to pre-service teacher training	<ul style="list-style-type: none"> • During the review period, six ENIs – one in each region- were established which has led to increased pre-service training across the country and has allowed for the increase in the proportion of civil servant teachers in the country.
Changes to in-service teacher training	<ul style="list-style-type: none"> • PSE aimed to develop a teacher training policy and also to systematize in-service training of teachers and teaching support staff, but no training policy has been developed yet and in-service training has only been provided through donor projects- targeting only those teachers working in project intervention zones.
Changes in the institutional capacity of key ministries and/or other relevant government agencies (e.g., staffing, structure, organizational culture, funding)	<ul style="list-style-type: none"> • The system capacity remains fragile and heavily dependent on external resources. A decentralization framework has been put into place, but the process is still ineffective. • Several donors have developed initiatives that have put responsibilities on regional ministries, inspections or communities. But from a system standpoint there is limited evidence of progress made in decentralizing decision making and management to regional and local authorities.

¹³⁶ The degree of randomness represents the degree to which the distribution of teachers in schools is linked to factors other than the number of students per school (i.e., if the coefficient of determination between the number of students and the number of teachers is 60%, it means that the degree of randomness is 40% in that in 40% of cases, the assignment of teachers is due to other factors).

ISSUE	OBSERVATIONS
Is a quality learning assessment system (LARS) within basic education cycle in place?	<ul style="list-style-type: none"> The learning assessment system is severely limited with almost no government investments. Before 2012 there was no learning assessment system in place. Even after the evaluation unit was set up in 2012, only one national learning assessment was conducted in 2013 and one in 2019. The implementation of learning assessment appears to be largely dependent on external assistance with no strategy in place for implementing a sustainable national system.

Uganda

ISSUE	OBSERVATIONS
Changes in # of schools relative to # of children	<p>Pre-primary</p> <ul style="list-style-type: none"> The number of pre-primary schools increased from 703 reported in 2007 to 7,201 in 2017 and the average pupil-classroom ratio is 27:1. <p>Primary</p> <ul style="list-style-type: none"> School construction in Uganda has not kept pace with needs, as investment in school infrastructure has been low. The average student-classroom ratio declined slightly from 72:1 in 2006 to 56:1 in 2016, but there has been minimal change since 2010 and ratios remain much higher than the target of 30:1 There is inadequate data on school infrastructure development to be able to assess progress on school constructions. Only 59 schools were targeted for expansion/renovation under the government funded Emergency School Construction project and 138 schools were expanded/renovated under UTSEP. <p>Secondary</p> <ul style="list-style-type: none"> There is inadequate data on school infrastructure development to be able to assess progress on school constructions. Of the 385 secondary schools (as per the 2017-2020 ESSP) that would need to be built to achieve the one school per sub-county target, that number has been reduced to 367, meaning approximately 18 schools have been built. The pupil-classroom ratio has increased from 35:1 (2008) to 53:1 (2016).
Changes in average distance to school	<ul style="list-style-type: none"> 66.2% of primary schools in urban areas are less than 1km from one another, while only 20.3% of schools in rural areas are within one km. 8.5% of schools in rural areas are more than 5 km from one another, compared to just 0.9% in urban areas. 25% of children in rural communities travel more than 2km to school compared to 5% for urban children
Changes in costs of education to families	Households pay 56% primary education costs and 63% of lower secondary costs, including uniforms, meals, school materials, exams and transportation. At the pre-primary level, households pay 100% of costs.
Changes in availability of programs to improve children's readiness for school	<ul style="list-style-type: none"> Access to pre-primary education has increased but remains very low. The number of children enrolled increased from 214,797 (2011) to 608,973

ISSUE	OBSERVATIONS
	(2017), however 2.87 million children have no access to pre-primary education.
New/expanded measures put in place to meet the educational needs of children with special needs and learners from disadvantaged groups	<ul style="list-style-type: none"> • There are 128 primary schools and 41 secondary schools that cater to Special Needs Learners • During the review period, a dedicated budget line was created to provide capitation grants to SNE schools. Several initiatives were also undertaken, including the distribution of materials (e.g. braille kits, hearing aids), school constructions in SNE schools (construction and renovation of the Mbale School for the Deaf) and guidelines for new school constructions to include access ramps and adapted latrines.
New/expanded measures put in place to further gender equality in education	<ul style="list-style-type: none"> • The GoU has developed several gender policies, strategies and frameworks for the education sector, which all aim to narrow the gender gap in education and address the various barriers that limit girls' education. MoES also developed the Reporting, Tracking, Referral and Response (RTRR) guidelines and tools to reduce school violence, specifically gender-based violence. • There were also several sensitization and capacity building trainings provided to school managers, teachers and teacher trainers on HIV/AIDS, gender-based violence, promoting safe learning environments, menstrual hygiene, reproductive health, teenage pregnancy, child marriages and female genital mutilation throughout the review period, but it is unclear whether all districts were covered by these initiatives.
Other (may vary by country)	<ul style="list-style-type: none"> • MoES developed the Education Response Plan for Refugees and Host Communities to address the disparities in education access and quality within refugee communities and to bridge humanitarian response with long-term sustainable development support.
Changes in Pupil/teacher ratios	<p>Primary: The average pupil-teacher ratio decreased from 49:1 (2010) to 42:1 (2017). However, there is substantial disparities as ratios vary from 40:1 to 72:1 at the regional level, and even as high as 300:1 within some districts</p> <p>Secondary: The average teacher-student ratio is 21:1, but this can vary from as low as 8:1 in rural areas, to a high of 70:1 in urban schools.</p>
Changes in equitable allocation of teachers (measured by relationship between number of teachers and number of pupils per school)	Teacher deployment does not align with actual needs leading to considerable disparities in student-teacher ratios. Data on changes in allocation were not available.
Changes in relevance and clarity of (basic education) curricula	<p>Pre-primary: The GoU developed an ECD learning framework in 2005 to guide and promote a child-centered, play-based learning approach, but most teachers struggled to use the framework and half of schools lacked basic materials to apply the framework. There has been revision of the ECD curriculum during the review period.</p> <p>Primary: The new primary curriculum has been rolled-out, including thematic curriculum focused on early grade reading for P1-P3 in English and local languages and subject based curricula starting in P4 in English.</p>

ISSUE	OBSERVATIONS
	<p>Secondary: The lower secondary curriculum is being reformed and in the process of being rolled-out. The curriculum introduces a competency-based approach. It also reduces the number of subjects offered from 40 to 21 and aims to standardize the number of subjects offered across schools.</p>
<p>Changes in availability and quality of teaching and learning materials</p>	<p>Improved pupil-textbook ratio at primary level - 6.5 million English and Math textbooks were procured and distributed for P1-P7 students. The textbook ratio decreased from 14:1 (2013) to 1:1 (English) and 2:1 (Math) in 2019.</p>
<p>Changes to pre-service teacher training</p>	<ul style="list-style-type: none"> Under 3 projects, at least 19 Primary Teacher Colleges (PTCs) underwent or are undergoing construction/renovation since 2015; Multiple trainings were provided to Teacher Instructors to improve teacher training; Monitoring and supervision visits were conducted in training institutes; Capacity development activities were conducted in 2 National Teacher Colleges (NTCs) to improve management; GoU provided capitation grants to teacher trainees (at least 32,768 trainees in PTCs and 51,482 in NTCs between 2011-2016).
<p>Changes to in-service teacher training</p>	<ul style="list-style-type: none"> 11,773 teachers were trained in EGR in 2017/18 (under 3 EGR programs). Between 2011-2016, 10,827 (out of 15,600) secondary teachers were trained in science and math (through JICA project).
<p>Changes in incentives for schools/teachers</p>	<ul style="list-style-type: none"> Under ESSP 2010-2015, MoES proposed hardship allowances of up to 30% of the basic monthly salary to incentivize teachers to work in remote areas. Around 15,000 teachers at primary, secondary and tertiary levels benefited from this strategy in 2011. There is no data on whether this was implemented in subsequent years and no information on its effectiveness. There has also been construction of teacher housing, as part of school construction/renovation projects.
<p>Other (may vary by country)</p>	<ul style="list-style-type: none"> The development of the National Teacher Policy in 2018, which aims at enhancing professionalism of the teaching profession and its management; promoting efficient and effective recruitment and deployment of teachers; streamlining the management of teachers; and standardizing the management, development and practices of the teaching profession. The policy has yet to be implemented.
<p>Changes in the institutional capacity of key ministries and/or other relevant government agencies (e.g., staffing, structure, organizational culture, funding)</p>	<ul style="list-style-type: none"> Because of the history of a SWAp, the administrative and technical capacity of the central government is considered quite high, in comparison to other Sub-Saharan African countries.¹³⁷ However, decentralized governments, who have taken on an increasing share of functions and responsibilities in the system, have overall weak capacity due to lack of human resources, lack of financial resources and lack of technical capacity. Weak management and implementation capacity affect many activities, such as school constructions, resulting in delays, mismanagement of funds, weak enforcement of guidelines and regulations, and weak monitoring.

¹³⁷ JICA (2012). Basic Education Sector Analysis Report – Uganda, pp. 44.

ISSUE	OBSERVATIONS
Is a quality learning assessment system (LARS) within basic education cycle in place?	<ul style="list-style-type: none"> The NAPE assessment has been conducted since 1996. However, the system has been funded exclusively by donors.

Zambia

ISSUE	OBSERVATIONS
Changes in # of schools relative to # of children	<ul style="list-style-type: none"> Between 2011 and 2017, the number of primary schools increased from 8,382 to 8,843, an increase of 5.5%. Over the same period, the number of secondary schools increased from 631 to 1,009, an increase of 59.9%. <i>2017 Education Statistical Bulletin</i> The number of students enrolled in primary education grew from 3.07 million to 3.2 million between 2012 and 2017. The number of children enrolled in lower secondary education increased from 456k in 2012 to 511k in 2017. The number of youth enrolled in upper secondary increased from 287k in 2012 to 339k in 2017. <i>UIS and 2017 Education Statistical Bulletin</i> The growth in the number of primary schools, at 5.5%, was greater than the growth in primary students (4.2%). The growth in number of secondary schools (59.9%) was much faster than the growth in the total number of secondary students (14.4%)
Changes in costs of education to families	<ul style="list-style-type: none"> The 2011 Education Act made primary education compulsory and removed the fee associated with the grade 7 national examination. In 2015, 55% of primary schools charged fees, and 34% of parents reported paying school fees. Secondary school still requires the payment of school fees and other supplemental costs. <i>2018 ESA</i> The number of bursaries targeting students (particularly orphans and vulnerable children, or OVC) in secondary education increased by nearly three times, growing from 15,190 in 2011 to 48,220 in 2017, with 55% going to girls. The number of primary school bursaries fell from 81,175 in 2011 to 34,438 in 2017. <i>2017 Education Statistical Bulletin</i>
Changes in availability of programs to improve children's readiness for school	<ul style="list-style-type: none"> The number of government ECE centers also increased from "almost none" in 2011 to 1,849 centers in 2016, 1,526 of which were built in 2014. The number of ECE classrooms is still insufficient to meet the country's needs, and ECE centers are generally unavailable in rural areas. Notwithstanding, the share of children entering primary with experience in ECE grew from 15.1% in 2011 to 29.8% in 2016. <i>2018 ESA</i>

ISSUE	OBSERVATIONS
New/expanded measures put in place to meet the educational needs of children with special needs and learners from disadvantaged groups	<ul style="list-style-type: none"> • The number of bursaries targeting students (particularly orphans and vulnerable children) in secondary education grew from 15,190 in 2011 to 48,220 in 2017, with 55% going to girls. <i>2017 Education Statistical Bulletin</i> • The theme of the 2017 JAR was “Provision of Quality Education for Early Learners and Learners with Special Education Needs.” <i>DFID. ESPIG Annual Implementation Status Report – July 2016-June 2017</i>
New/expanded measures put in place to further gender equality in education	<ul style="list-style-type: none"> • The Fifty-Fifty policy, which went into effect in 2011, mandates that one girl be enrolled for every boy enrolled in primary and secondary education. • Beginning in 2017, the World Bank-funded Keeping Girls in School (KGS) project began paying the school fees of girls from low-income households and will support roughly 14,000 secondary-school students by 2020. <i>2018 ESA</i>
Changes in Pupil/teacher ratios	<ul style="list-style-type: none"> • The pupil-teacher ratio at primary level fell from 52.2 in 2011 to 42.1 in 2017, nearly reaching the national standard of 40:1. The secondary PTR grew over that period increasing from 25.3 in 2011 to 35.2 in 2016. <i>ePact 2018</i>
Changes in pupil/trained teacher ratio	<ul style="list-style-type: none"> • Between 2012 and 2017, the pupil/trained teacher ratio declined from 53.1 to 42.6 (UIS)
Changes in equitable allocation of teachers (measured by relationship between number of teachers and number of pupils per school)	<ul style="list-style-type: none"> • There are large regional disparities in PTR, which ranges from 32.6 in Copperbelt province to 55.2 in Eastern province at the primary level. <i>2018 ESA</i>
Changes in relevance and clarity of (basic education) curricula	<ul style="list-style-type: none"> • New national curriculum introduced, which incorporates instruction in local Zambian languages into instruction in ECE and grades 1 through 4. A vocational track was introduced to secondary, beginning at the junior secondary level.
Changes in availability and quality of teaching and learning materials	<ul style="list-style-type: none"> • There is a significant shortage of textbooks in all subjects across primary and secondary grades. In 2016 the pupil-textbook ratio for English and Math was 1:4. For secondary grades, it was 2:7 for English textbooks and 1:6 for math. These figures are slightly worse for primary (1:5 for math, 0.9:5 for English), and slightly better for secondary (1.0 for math, 1.7 for English), than in 2013. <i>World Bank, Zambia Education PER and PETS-QSDS at a Glance. December 2015</i>

ISSUE	OBSERVATIONS
Changes to pre-service teacher training	<ul style="list-style-type: none"> The two-year certificate teacher education program has been upgraded to a three-year diploma. Three teachers' colleges have been upgraded to universities. The MoGE does not collect comprehensive data on the number of students enrolled in teacher education degree or certificate programs. Across the teacher workforce, 37% have a teacher certificate, 39% have a diploma, and 11% have a bachelor's or master's degree. Roughly 3% of teachers are untrained.¹³⁸ <p>2018 ESA</p>
Changes to in-service teacher training	<ul style="list-style-type: none"> The two-year certificate teacher education program has been upgraded to a three-year diploma. Three teachers' colleges have been upgraded to universities. The MoGE does not collect comprehensive data on the number of students enrolled in teacher education degree or certificate programs. Across the teacher workforce, 37% have a teacher certificate, 39% have a diploma, and 11% have a bachelors or master's degree. Roughly 3% of teachers are untrained. <p>2018 ESA</p>
Changes in incentives for schools/teachers	<ul style="list-style-type: none"> The MoGE has begun offering incentives to teachers posted in rural schools. <p>2018 ESA</p>
Changes in the institutional capacity of key ministries and/or other relevant government agencies (e.g. staffing, structure, organizational culture, funding)	<ul style="list-style-type: none"> In 2015, the MESTVEE was divided into the MoGE and MoHE, restoring it to the same structure that existed prior to 2011. In 2011, the responsibility for ECE provision and regulation was moved from the Ministry of Local Government and Housing to the MoGE. In 2015, a directorate for ECE was created within the MoGE, elevating it to the same administrative level as other education subsectors. <p>2018 ESA</p>

¹³⁸ 2018 ESA, p. 86-87

Appendix XI Data on LAS and learning outcomes

21. [Table XI. I](#) below summarizes information on the status and elements of Learning Assessment Systems in the reviewed countries, as well as, where available, information on learning trends deriving from existing assessment mechanisms.

Table XI. I LAS status, elements and data on learning outcome trends

COUNTRY (CLE REVIEW PERIOD)	TYPES OF EXAMINATIONS MENTIONED IN CLE	EXAMINATION RESULTS NOTED IN CLE	TYPES OF LARGE-SCALE ASSESSMENTS MENTIONED IN CLE	LARGE SCALE ASSESSMENT RESULTS	GPE RESULTS FRAMEWORK INDICATOR 15
Prospective CLE					
DRC (2017-19)	No information	No information	A learning assessment has been carried out in 2018 but data remains to be analyzed. Large-scale but one-off assessments conducted prior to the CLE review period include: Early Grade Reading Assessment (EGRA), Early Grade Mathematics Assessment (EGMA) and Snapshot of School Management Effectiveness collected in 2012. Country also participated in PASEC in 2010.	(Outdated) EGRA and EGMA data show large deficiencies in math and reading for students in Grade 2, which only diminish slowly by Grade 4.	LAS 'under development.'
Ethiopia (2017-19)	National examinations administered at the end of the second primary cycle in Grade 8, and after junior secondary in Grade 10 and upon	The Ethiopian General Secondary Education Exam is norm-referenced and reveals student performance relative to their peers rather than	National learning assessment for Grade 4 reading and Mathematics conducted in 2015, but no other data points available to identify trends.	2015 NLA results: <ul style="list-style-type: none"> • 10% of students in Grade 4 achieved at least a minimum proficiency level in reading • 17% of students in Grade 4 achieved at least a minimum proficiency level in Mathematics 	LAS 'under development.'

COUNTRY (CLE REVIEW PERIOD)	TYPES OF EXAMINATIONS MENTIONED IN CLE	EXAMINATION RESULTS NOTED IN CLE	TYPES OF LARGE-SCALE ASSESSMENTS MENTIONED IN CLE	LARGE SCALE ASSESSMENT RESULTS	GPE RESULTS FRAMEWORK INDICATOR 15
	leaving school at Grade 12.	against set criteria. Scores cannot be compared across time as NEAEA has only recently developed an item-bank for questions, meaning test difficulty has varied over the years.			
Kenya (2017-19)	Kenya Certificate of Primary Education (KCPE) examinations conducted for entry to secondary education.	No information	NASMLA for Class 3 conducted in 2016, and MLA conducted for Form 2 annually between 2014-2017. EGMAs conducted in Class 2 in 2016. Regional learning assessments, SACMEQ IV and Uwezo, conducted in 2014 and 2015 respectively. SACMEQ IV results are not yet publicly available.	For Uwezo, Kenya consistently outperforms Uganda and Tanzania. However, Uwezo scores for 2011 to 2014 show that, while Kenya has seen improved results in reading and mathematics, these changes are small. NASMLA: <ul style="list-style-type: none"> - Most students achieve basic competencies in mathematics (83.1%) but few reach higher-order competency (4.5%) - 60% capable of spelling words and recognizing simple sentences, 28.6% capable of reading passages for meaning MLA: <ul style="list-style-type: none"> - Just 20.8% of all Form 2 students considered to have met minimum competency in numeracy in 2017 - 62.7% of Form 2 students considered to have met minimum competency in literacy in 2017 	LAS 'established.'

COUNTRY (CLE REVIEW PERIOD)	TYPES OF EXAMINATIONS MENTIONED IN CLE	EXAMINATION RESULTS NOTED IN CLE	TYPES OF LARGE-SCALE ASSESSMENTS MENTIONED IN CLE	LARGE SCALE ASSESSMENT RESULTS	GPE RESULTS FRAMEWORK INDICATOR 15
				EGMA: - 69.38% achieving minimum competency (across a range of competencies).	
Malawi (2017-19)	Primary School Leaving Certificate Examination (PSLCE) administered for entry to secondary school.	According to the Malawi Exams board, only about 280,000 Standard 8 students sat the Primary School Leaving Certificate Examination in 2019 and only about 78% (218,000) of these passed.	Baseline National Reading Assessment conducted in 2017 for standard 2 students in Chichewa and English.	The National Reading Assessment baseline found that most learners do not have critical early grade reading skills. <ul style="list-style-type: none"> In standard 2, 80% and 87% of learners that were tested for Chichewa and English respectively scored zero in correctly and fluently reading a text. 89% and 99% of standard 2 learners tested for Chichewa and English, respectively, were unable to correctly answer a single comprehension question after reading text. 	LAS 'established.'
Mali (2017-19)	No information	No information	No large-scale assessments conducted during CLE review period. The most recent assessments were carried out by different entities and using different methodologies which makes the comparison difficult.	NA	LAS 'under development.'
Nigeria (2017-19)	Examinations in Nigeria are administered by the West African Examinations Council (WAEC),	No information	No national-level or state-level learning assessments conducted. However, a learning assessment of a sample of schools in six states was conducted by DFID's ESSPIN.	ESSPIN results show a general decline in grade two literacy and numeracy levels between 2012 and 2016. Across states the number of students reading at grade level fell from 25% to	LAS 'under development.'

COUNTRY (CLE REVIEW PERIOD)	TYPES OF EXAMINATIONS MENTIONED IN CLE	EXAMINATION RESULTS NOTED IN CLE	TYPES OF LARGE-SCALE ASSESSMENTS MENTIONED IN CLE	LARGE SCALE ASSESSMENT RESULTS	GPE RESULTS FRAMEWORK INDICATOR 15
	including the West African Senior Secondary Completion Exam (WASSCE), and the Junior Secondary School Certificate (JSSC).			10.8% in grade two and 19 to 12.2% in grade four. For mathematics, similar figures were seen with those numerate to grade level falling from 25.2 to 12.3% in grade two but rising from 6.7 to 8.1% at grade 4.	
Nepal (2017-19)	No information	No information	NASA conducted in 2012, 2015 and 2018 for students in grades 5 and 8.	NASAs indicate no improvement in learning levels. NASA 2018 results show that 70% of grade 5 pupils fall below the basic level in Mathematics: 55% fall below the basic level in Nepali. The gap in between below-basic and advance-level students is 91% in Math and 70% in Nepali, showing remarkably high inequality in learning outcomes in the classroom	LAS 'established.'
Zimbabwe (2017-19)	State examinations are conducted and give an indication of how successfully students are meeting state minimum standards, though they are not longitudinally standardized.	Scores from 2014-2017 show a steady increase in Grade 7 exam scores, and a slight dip in O and A Level scores in 2017. Female students outperform male students in Grade 7 and A Level exams (GPI of 1.1 and 1.07, respectively, in 2017) while males outperform	Learning outcomes measured annually by ZELA (for Grade 2) and every five years by SACMEQ (for Grade 6).	ZELA scores show a 20% decrease in math achievement between 2015 and 2018, while English reading scores increased in the same period by 44%. SACMEQ scores for 2013 have yet to be published. The scores from 2000-2013 show an increase of 5% in Zimbabwe's math and 8% in reading scores, but a decrease relative to the average across 16 SACMEQ countries. In 2000 and 2007 Zimbabwe scored above the average for math and reading, while in 2013 Zimbabwe scored below the average in both	LAS 'established.'

COUNTRY (CLE REVIEW PERIOD)	TYPES OF EXAMINATIONS MENTIONED IN CLE	EXAMINATION RESULTS NOTED IN CLE	TYPES OF LARGE-SCALE ASSESSMENTS MENTIONED IN CLE	LARGE SCALE ASSESSMENT RESULTS	GPE RESULTS FRAMEWORK INDICATOR 15
		females at O Level (GPI of .88 in 2017).		subjects (5% below in math and 3% below in reading).	
Summative CLE					
Bangladesh (2010-20)	Primary Education Completion Examination (PECE) conducted annually between 2011 and 2018	PECE results between 2011 and 2018 show that average scores have remained high with more than 95% of exam takers passing the test. Boys and girls perform at almost the same level. The difference in pass rates between boys and girls was consistently lower than 0.5 percentage points between 2011 and 2018.	National Student Assessment (NSA) conducted in 2011 for the first time. NSA has been repeated for a nationally representative sample every two years since 2011, allowing for a comparative analysis of learning outcomes at the primary level over time.	NSA results are overall very low and show only few and minimal improvement in Bangla language and Math skills in grades 3 and 5 since 2011. The low NSA results appear in strong contradiction to the high success rates of the PECE and raises questions about the quality of learning outcomes among primary students.	LAS 'established.'
Burkina Faso (2012-17)	No information	No information	National learning assessments conducted between 2006 and 2014 for 5 th grade and 2 nd grade French and Mathematics. PASEC conducted in 2014.	Small deterioration in learning outcomes for basic education from 2006-2014. For instance, average scores (out of 100) for 5th grade competency levels declined from 45.3 to 35.4 in French and from 43.8 to 38 in mathematics; 2nd grade competency levels declined from 50.4 to 41.1 in French and from 43.9 to 38.8 in mathematics.	LAS 'established.'

COUNTRY (CLE REVIEW PERIOD)	TYPES OF EXAMINATIONS MENTIONED IN CLE	EXAMINATION RESULTS NOTED IN CLE	TYPES OF LARGE-SCALE ASSESSMENTS MENTIONED IN CLE	LARGE SCALE ASSESSMENT RESULTS	GPE RESULTS FRAMEWORK INDICATOR 15
				In the 2014 PASEC assessments, Burkina Faso scored above average scores for comparable countries in West Africa. The percentage of students in 6 th grade in Burkina Faso with adequate competencies in French and mathematics were 14.4 and 17.8 percentage points higher than the PASEC average.	
Cambodia (2014-19)	Leaving examinations for Grade 12 administered annually during CLE review period.	Grade 12 exam reforms introduced in 2012 consisted of measures to reduce cheating in exams and to ensure that exam questions were not leaked prior to the exams. As a result, the pass rate of the 2014 Grade 12 exam was in stark contrast to that of the year before (26% in 2014 versus 87% the previous year), and reportedly sparked widespread protests.	National learning assessments held in 2014 (for grade 8) and in 2015 (for grade 3). A baseline assessment for an Early-Grade Mathematics Assessment (EGMA) was also conducted in 2015. PISA-D was conducted for 15-year olds for reading, mathematics and science.	National learning assessments indicate significantly low level of performance of Grade 3 children in Khmer reading and writing; low performance of Grade 8 students in Khmer writing; significant differences in learning outcomes between Grade 3 urban and rural children. Based on PISA-D results, performance of 15-year olds in reading and mathematics was lower than average scores for OECD and lower-middle income countries.	LAS 'established.' However, insufficient data to determine <i>changes</i> in learning outcomes during the review period as only singular data points available for that period.
Cote d'Ivoire (2012-17)	No information	No information	No national assessments conducted during the CLE review	In the 2014 PASEC assessment Côte d'Ivoire scored far below average for	LAS 'established.' However, insufficient data to

COUNTRY (CLE REVIEW PERIOD)	TYPES OF EXAMINATIONS MENTIONED IN CLE	EXAMINATION RESULTS NOTED IN CLE	TYPES OF LARGE-SCALE ASSESSMENTS MENTIONED IN CLE	LARGE SCALE ASSESSMENT RESULTS	GPE RESULTS FRAMEWORK INDICATOR 15
			period (the most recent appears to have been in 2009). PASEC conducted in 2014.	PASEC countries except for 6th grade competencies in French.	determine <i>changes</i> in learning outcomes during the review period as only singular data points available.
Guinea (2015-2019)	No information	No information	EGRAs held in 2014, 2016 and 2019. Learning assessments for CE2 and CP2 in French and mathematics conducted (CE2 in 2016; CP2 in 2017).	EGRAs indicate: Improvement in early grade reading- the overall remain score increased over from 23.85 in 2014 to 31.81 in 2016 and 41.66 in 2019; despite an improvement in the scores, mean scores remained low, suggesting a lack of sufficient reading capacities. CE2 and CP2 assessments indicated overall low learning outcomes.	LAS 'established.'
Guyana (2014-18)	CLE mentions a national examination for Grade 6 students.	Data from the national Grade Six examination, which measures the percentage of grade six students that scored 50% or higher across four test subjects, show a positive trend from 2009 to 2017.	No evidence that large scale national or international learning assessments being carried out.	n/a	LAS 'under development.'
Kyrgyz Rep. (2010-20)	No information	No information	No large-scale assessment in place. Sample-based national learning assessments for Russian conducted for grade 4 students in 2009, 2014 and 2017, and for	The (sample-based) national learning assessment indicated that the share of fourth grade and eighth grade students performing at "below basic" level decreased from 2009 to 2017,	LAS 'nascent'

COUNTRY (CLE REVIEW PERIOD)	TYPES OF EXAMINATIONS MENTIONED IN CLE	EXAMINATION RESULTS NOTED IN CLE	TYPES OF LARGE-SCALE ASSESSMENTS MENTIONED IN CLE	LARGE SCALE ASSESSMENT RESULTS	GPE RESULTS FRAMEWORK INDICATOR 15
			grade 8 students in 2009 and 2017.	and the share of performance at basic level and above increased. Results in Grade 8 show progress in reducing urban-rural disparities in learning outcomes.	
Liberia (2010-17)	National examinations administered at the end of Grade 9 (Liberia Junior High School Certificate Examination [LJHSCE]) and Grade 12 (Liberia Senior High School Certificate Examination [LSHSCE]).	LSHSCE pass rates declined from a national pass rate of 81% in 2007 to 72 in 2012 and only 47% in 2014. Similarly, in 2007 over 95% of examinees passed the LJHSCE compared to 72.3% in 2012 and only 57.95% in 2017.	Three baseline studies of early grade literacy conducted (EGRA Plus in 2008, LTTP II in 2011, and EQUAL in 2014).	Some data on EGRA available, however, given varying methodologies used, available EGRA data do not allow for trend analysis. Recent levels of student literacy in early grades are low. Mean scores of grade 3 students in connected text oral fluency (using the EGRA tool) were consistently below 25 correct words per minute. ¹³⁹ Nearly 35% of grade 2 students and 17% of grade 3 students received a 'zero score' in oral reading fluency. Forty percent of grade 3 students received zero scores in reading comprehension.	LAS 'nascent.'
Mauritania (2012-18)	National examinations conducted at the end of primary, lower secondary and upper secondary conducted annually 2012 and 2018.	While the proportion of students who successfully pass the national examination at the end of the primary cycle of education increased by six percentage points between 2012 and	Three learning assessments for children in grades 3 and 5, and in the third year of lower secondary school carried out during CLE's review period.	Government of Mauritania does not publish data from the learning assessments conducted.	LAS 'under development.'

¹³⁹ This falls well below the 45 to 65 correct words per minute benchmark for oral reading fluency.

COUNTRY (CLE REVIEW PERIOD)	TYPES OF EXAMINATIONS MENTIONED IN CLE	EXAMINATION RESULTS NOTED IN CLE	TYPES OF LARGE-SCALE ASSESSMENTS MENTIONED IN CLE	LARGE SCALE ASSESSMENT RESULTS	GPE RESULTS FRAMEWORK INDICATOR 15
		2013, it stagnated at around 56% during the following four years. The proportion of students who successfully complete national examinations at the lower and upper secondary education levels fluctuated and decreased overall between 2012 and 2017, with the most significant decline at the lower secondary level			
Mozambique (2012-19)	No information	No information	National Learning Assessment for third grade students in Portuguese and Mathematics conducted in 2016 and 2017.	Learning outcomes stagnated between the 2013 and 2016 National Learning Assessments, and more recent data is unavailable.	LAS 'established.'
Pakistan Balochistan (2014-2018)	No information	No information	Federal level: National Education Assessments conducted in 2005, 2007, 2014 and 2016. Annual Status of Education Reports (ASERs) undertaken between 2014 and 2016 for children aged 5-16 in Urdu/Sindhi, English and Arithmetic.	NEAS results showed marginal improvements in English Reading, English Writing and Mathematics for 2014-2016. ASER: <ul style="list-style-type: none"> Percentage of children aged 5-16 able to read at least a sentence in Urdu/Sindhi: decreased from 34% 	LAS 'established'

COUNTRY (CLE REVIEW PERIOD)	TYPES OF EXAMINATIONS MENTIONED IN CLE	EXAMINATION RESULTS NOTED IN CLE	TYPES OF LARGE-SCALE ASSESSMENTS MENTIONED IN CLE	LARGE SCALE ASSESSMENT RESULTS	GPE RESULTS FRAMEWORK INDICATOR 15
				<p>(male)/23% (female) in 2014 to 32% (male) and 16% (female) in 2016.</p> <ul style="list-style-type: none"> Percentage of children aged 5-16 able to read at least a few words in English decreased from 33% (male)/22% (female) in 2014 to 30% (male) and 15% (female) in 2016. Percentage of surveyed children aged 5-16 able to do at least subtraction in Arithmetic decreased from 29% (male)/19% (female) in 2014 to 32% (male) and 15% (female) in 2016. 	
Pakistan Sindh (2014-18)	No information	No information	<p>Federal level: National Education Assessments conducted in 2005, 2007, 2014 and 2016.</p> <p>Annual Status of Education Reports (ASERs) undertaken between 2014 and 2016 for children aged 5-16 in Urdu/Sindhi, English and Arithmetic.</p> <p>Standardized Achievement Test (SAT) conducted between 2013 and 2016, which assessed Grade V and VIII learning outcomes for languages and Mathematics.</p>	<p>NEAS results showed marginal improvements in English Reading, English Writing and Mathematics for 2014-2016.</p> <p>SAT results showed, for grades V: Language average from 32% in 2012 to 32.8 in 2014/15; Mathematics average from 15% in 2012/13 to 18.22% in 2014/15. For grade VIII: Language average from 37.01% to 36.93%; Mathematics average from 13.73% to 21.95% during same time period.</p> <p>ASER results: Percentage of children aged 5-16 able to read at least a sentence in Urdu/Sindhi: decreased from 36% (male)/29% (female) in 2014 to 34% (male) and 25% (female) in 2016.</p> <ul style="list-style-type: none"> Percentage of children aged 5-16 able to read at least a few words in 	LAS 'established.'

COUNTRY (CLE REVIEW PERIOD)	TYPES OF EXAMINATIONS MENTIONED IN CLE	EXAMINATION RESULTS NOTED IN CLE	TYPES OF LARGE-SCALE ASSESSMENTS MENTIONED IN CLE	LARGE SCALE ASSESSMENT RESULTS	GPE RESULTS FRAMEWORK INDICATOR 15
				<p>English decreased from 31% (male)/25% (female) in 2014 to 26% (male) and 19% (female) in 2016.</p> <ul style="list-style-type: none"> Percentage of children aged 5-16 able to do at least subtraction in Arithmetic decreased from 32% (male)/25% (female) in 2014 to 32% (male) and 24% (female) in 2016. 	
Rwanda (2013-18)	Leaving examinations for primary (P6), lower secondary (S3) and upper secondary levels (S3) conducted annually from 2012 to 2017.	The data show that the proportion of students passing has increased at both primary (P6) and lower secondary (S3) level from 2012-2017, while remaining largely stable (small decline overall) at the S6 level. However, changes in final exam pass rates does not (yet) appear to translate into improved repetition or transition rates, both of which have deteriorated at the primary level for the review period.	Literacy and numeracy assessments in 2011 (P3 level), 2014 (P2 and P5) and in 2017 (P3, P6 and S3). EGRAs conducted between 2011 and 2014.	<p>The P3 level witnessed a decline in learning outcomes (i.e., percentage of students who perform at or above their expected level) from 2011 to 2017.</p> <p>Available data does not provide an explanation for this decline. For other levels (P2, P5 and P6), assessments had been conducted only once at the time of the CLE and therefore did not provide information on changes in learning outcomes during the review period.</p>	LAS 'established.'

COUNTRY (CLE REVIEW PERIOD)	TYPES OF EXAMINATIONS MENTIONED IN CLE	EXAMINATION RESULTS NOTED IN CLE	TYPES OF LARGE-SCALE ASSESSMENTS MENTIONED IN CLE	LARGE SCALE ASSESSMENT RESULTS	GPE RESULTS FRAMEWORK INDICATOR 15
Senegal (2012-18)	No information	No information	National learning assessments conducted annually between 2013 and 2017. PASEC conducted for 1 st grade mathematics and 4 th grade students in mathematics and reading	Data on the results of the annual national learning assessments is inconclusive for any improvements or deteriorations in learning outcomes, with the proportion of students scoring at or above expected levels fluctuating for every level between 2013 and 2017. PASEC assessment results shows that children in Senegal scored well above the regional average in 4 th grade mathematics and reading and first grade mathematics (reading scores were at par with the region)	LAS 'established.'
Sierra Leone (2014-18)	National examinations conducted at primary, JSS and SSS levels.	Since 2013/14, pass rates for national examinations at all levels (primary, JSS, SSS) have steadily risen. These improvements are from very low levels though, and related evidence is incomplete.	No data available on existence or use/results of national or international large-scale learning assessments.	n/a	LAS 'under development.'
South Sudan (2012-18)	Official Primary and Secondary completion examinations were conducted during CLE review period. However, whilst these exams have	Very high pass rates (80% and above in 2009 and 2014) suggest exams are of very low difficulty.	None	n.a.	LAS 'nascent.'

COUNTRY (CLE REVIEW PERIOD)	TYPES OF EXAMINATIONS MENTIONED IN CLE	EXAMINATION RESULTS NOTED IN CLE	TYPES OF LARGE-SCALE ASSESSMENTS MENTIONED IN CLE	LARGE SCALE ASSESSMENT RESULTS	GPE RESULTS FRAMEWORK INDICATOR 15
	taken place most years, examination difficulty is not standardized over time and primary examinations were not standardized across states until 2017.				
Tajikistan (2012-19)	No information.	No information.	EGRAs conducted for Tajik and Russian in 2012 and 2018.	While results from the two EGRAs seem to indicate improvements in reading outcomes between 2012 and 2018, the samples were significantly different, and results not comparable.	LAS 'nascent.'
The Gambia (2014-18)	Gambia Basic Education Certificate Examination (GABECE) administered at the end of grade 9.	GABECE pass rates in individual subjects improved between 2008 and 2016, especially in English and mathematics. Pass rates in 2016 in all four core subjects were still relatively low at 21.4%, but significant improvement from 8.1% in 2008.	EGRAs conducted between 2007 and 2016. National Assessment Tests (NATs) conducted between 2010 and 2016 for Grade 3 and 5 students.	EGRAs test results show that between 2007 and 2016, average reading fluency more than doubled, but remains low. (In 2007, 1st grade students on average were able to correctly read 13 letters and less than one word per minute, while in 2016 they were able to read 33 letters and 5 words per minute.) Results for reading comprehension either stagnated (grade 1) or deteriorated (grades 2 and 3). National Assessment Test (NAT) for grade 5 show improvements in NAT results for all subjects. For grade 3 NAT results, in all three subjects that students are tested in, over half of the students scored above the minimum	LAS 'established.'

COUNTRY (CLE REVIEW PERIOD)	TYPES OF EXAMINATIONS MENTIONED IN CLE	EXAMINATION RESULTS NOTED IN CLE	TYPES OF LARGE-SCALE ASSESSMENTS MENTIONED IN CLE	LARGE SCALE ASSESSMENT RESULTS	GPE RESULTS FRAMEWORK INDICATOR 15
				requirement in 2016 compared to about 24% in 2010.	
Togo (2014-19)	No information	No information	PASEC conducted in 2014.	Based on the PASEC, Togo's performance was weaker than for similar countries, and there are wide disparities in the learning outcomes between regions (students in the capital region performed better than others), differences between public and private schools, with private schools performing significantly better than the public schools.	LAS 'established.' However, there was insufficient data to assess <i>changes</i> in learning outcomes during the CLE review period as only one data point (2014) was available.
Uganda (2011-19)	Examinations conducted at the end of P7, the Primary Leaving Exam (PLE).	No information.	National Assessment of Progress in Education (NAPE) conducted annually since 2008. EGRA conducted annually between 2016 and 2018. Learning assessments conducted by Uwezo in 2011, 2012, 2014, 2015 and 2018 for primary to primary 7 students in English, local languages and Mathematics.	Uwezo results indicate that learning outcomes stagnated over the 2011-2019 review period in both literacy and math.	LAS 'established.'
Zambia (2011-19)	Grade 7 leaving examination administered for entry to lower secondary education.	While every student that sits for the Grade 7 Composite Examination is entitled to receive a Grade 7 certificate and progress to Grade 8, there are not a	National learning assessment for Grade 5 students in English, Mathematics, life skills, and the Zambian language conducted in 2012, 2014 and 2016. EGRA and EGMA conducted in 2014. SACMEQ conducted in 2000, 2007, and 2013.	Learning levels have remained low. There has been a slight improvement in Zambian language learning achievement and Life Skills. There has been a marginal gain in English but a slight decrease in Mathematics. EGRA results showed that grade 2 pupils, on average were struggling to read fluently. Average oral reading fluency rate for local languages rated	LAS 'established.'

COUNTRY (CLE REVIEW PERIOD)	TYPES OF EXAMINATIONS MENTIONED IN CLE	EXAMINATION RESULTS NOTED IN CLE	TYPES OF LARGE-SCALE ASSESSMENTS MENTIONED IN CLE	LARGE SCALE ASSESSMENT RESULTS	GPE RESULTS FRAMEWORK INDICATOR 15
		<p>sufficient number of seats to allow all qualifying students to progress to secondary. The MoGE therefore uses cut-off points on the Grade 7 Examination to regulate entry into grade 8. In 2015, 90% of the 344,516 Grade 7 students that participated in the exam received a certificate, but just 65% transitioned to grade 8. Additionally, only 50% of learners are able to advance from junior to senior secondary because of a shortage of places.</p>		<p>from 1.84 to 8.40 words per minute. Lower levels of achievement are 2 to 10 words a minute. EGMA results showed that pupils were able to correctly identify 13.3 numbers per minute on average.</p> <p>For SACMEQ, latest figures show that mean reading scores for students improved between 2007 and 2013, as did the mean scores for mathematics over the same period. Despite these improvements, Zambia is ranked last in the Southern and Eastern Africa region. Zambia was ranked next to last in the 2007 survey.</p>	

Appendix XII Selected indicators in relation to access, equity and inclusion

Countries reviewed through prospective CLEs

Ethiopia

INDICATORS THAT IMPROVED DURING THE 2014-2020 PERIOD

- **Primary completion rate at grade 5:** significant improvement from 71.2% in 2015/16 to 85.2% in 2016/17 to 88.0% in 2017/18
- **Primary completion rate at grade 8:** slight improvement from 54.3% in 2015/16 to 54.1% in 2016/17 to 57.7% in 2017/2018.
- **Primary net enrollment (grades 1-8):** slight increase from 99.9% in 2016/17 to 100.05% in 2017/18
- **Primary repetition rate:** improvements in repetition rates, as it declined from 7.2% in 2016/17 to 5.3% in 2017/18
- **Dropout rates for Grades 1-8:** slightly decreased from 11.7% in 2016/17 to 11.1% in 2017/18. However, this was an increase from historic lows in 2013/14 at 7.8%
- **Access for refugee children:** GER in primary school increased from 62% last year to 67% in this year, however GPI decreased from 0.71 to 0.69
- **Access for children with special needs:** the primary enrollment rate of children with special needs has increased from 4% in 2013/14 to 9.8% in 2017/18 (however, this is much lower than the ESDP V target of 47% by 2017/18.
 - Nationally, the participation of males with different disabilities is more than girls in almost all grade levels and regions.

INDICATORS THAT STAGNATED DURING THE 2014-2020 PERIOD

- **Secondary (grades 9-10) net enrollment:** stagnating, from 23.7% in 2015/16 to 24.6% in 2016/17 back down to 23.8% in 2017/18.
- **Secondary (grades 11-12) net enrollment:** stagnating at 7.4% in 2015/2016 and 2016/17 to 7.8% in 2017/18.
- **Access for children with special needs:** The most prevalent disability reported in primary education has consistently been 'partially learning difficulty', at over 15%.
- **Regional difference in access for children with special needs:** under reporting has remained a problem in Somali region, Afar, and Gambella. SNNPR remains the region with the largest number of SNE students reported, with 56.4% of the national figure in 2017/18.

INDICATORS THAT DETERIORATED DURING THE 2014-2020 PERIOD

- **Pre-primary net enrollment:** In 2017/18, 44.2% of children were enrolled in pre-primary classes, a decrease from 46% in 2016/17.
- **Gender Parity Index for primary net enrollment (grades 1-8):** has decreased slightly from the ESDP V baseline at 0.93 in 2013/14 to 0.90 in 2017/18
- **Gender Parity Index for secondary net enrollment (grades 9-12):** has decreased slightly from the ESDP V baseline at 0.91 in 2013/14 to 0.89 in 2017/18.
- **Primary survival rates:** slight decline, from 56.5% in 2015/16 to 53.5% in 2016/17 and 53.0% in 2017/18.

- **Access for refugee children to ECCE:** GER for ECCE in refugee camps was 45.46% in 2017/18, showing a decrease by 10 percentage points from 2016/17.
- **GPI for access for refugee girls:** Similarly, GPI decreased from 0.92 to 0.90 and primary GPI decreased from 0.71 to 0.69

INDICATORS FOR WHICH NO CONCLUSIVE DATA IS AVAILABLE

- **Internal Efficiency Coefficient (IEC):**
- **School life expectancy:** Data is not available on changes over the review period. UIS 2015 shows the average primary school life expectancy to be 6.09 in Ethiopia.
- **Share of OOSC:** Data is not available on changes over time. In 2017/18, about 46.8% of school age children are out of school.
- **Access for poorest:** Data is not available on whether socio-economic disparities related to access to education have improved during the review period specifically, as the most recent data is from the Demographic Health Survey in 2016.

Kenya

INDICATORS THAT IMPROVED DURING THE 2012-2018 PERIOD

- Number of learners enrolled in NFE programs (ESA 2018).** The number of learners enrolled in non-formal education increased from 148,009 to 275,139 between 2012 and 2016 – divided between national polytechnics, public technical and vocational colleges, and vocational training centres.
- Secondary Enrollment (ESA 2018).** Gross enrollment in secondary education increased from 50.5 to 69% between 2013 and 2017, with net enrollment increasing from 33.9 to 51.1%.
- Pre-primary Enrollment (ESA 2018).** Gross enrolment in pre-primary education increased from 71.6% to 77.1% between 2013 and 2017.
- Gender Parity Index (GPI) for secondary enrolment (ESA 2018).** GPI for secondary education increased from .88 to .95 between 2012 and 2017.
- NFE GPI (ESA 2018).** GPI for non-formal education is *low* but is increasing. GPI increased from .65 to .78 between 2012 and 2016 – showing a significant female under-enrollment in Kenya.
- Enrollment of Learners with Disabilities (ESA 2018).** Yearly figures for the number of learners with disabilities enrolled in schools is not available but what data as is available shows a consistent increase in the number of learners with SEN enrolled. Before FPE was introduced in 2003 there were 22,000 learners with SEN in education, which rose to 234,153 by 2017.

INDICATORS THAT REMAINED STABLE DURING THE 2012-2018 PERIOD

- Primary Enrollment (ESA 2018).** Gross enrollment is relatively stable – falling slightly from 105% to 104% between 2013 and 2017, which net enrolment increasing slightly from 88% to 91% over the same period.
- Pre-Primary GPI (ESA 2018).** GPI for pre-primary enrollment fell from 1.03 to .96 between 2012 and 2017, showing a slight shift, but with both figures being comfortably inside the range considered by the GPE results framework as equitable.
- Primary GPI (ESA 2018).** GPI for primary enrollment was consistent at .97 between 2012 and 2017
- Primary Completion/Secondary transition (ESA 2018).** Universal Primary Education¹⁴⁰ was achieved in 2015, and since then completion rates in primary school have remained consistent at around 100%, with similar numbers being seen for transition to secondary school.

INDICATORS THAT DETERIORATED DURING THE 2012-2018 PERIOD

¹⁴⁰ Universal Primary Education is measured by the gross intake ratio at the last grade of primary schools – i.e. do all student complete primary school.

Number of adults enrolled in Adult Continuing Education (ESA 2018): The number of adults enrolled in continued education have fallen in the last two years. Enrolment was consistent at 305,000 between 2012 and 2015, before falling to 227,000 in 2017.

Malawi

INDICATORS THAT IMPROVED DURING THE –2017-2020 PERIOD

Total primary enrollment:

- UIS data shows improvement, from 3,687,625 children enrolled in 2012 to 4,433,977 children enrolled in 2017, for a 20% increase over 5 years (average annual increase of 4%)
- The 2018 JSR states that the total enrollment has risen at an average rate of 2.2% per year between 2013/14 to 2017/18, for a total increase of 9% in four years, according to EMIS.

Total secondary enrollment: UIS data shows increases in total enrollment, from 761,366 in 2012 to 998,940 in 2017, increasing at a rate of about 20% per year.

Primary net enrollment rate: the 2018 JSR states that NER increased only modestly from 85% in 2010/11 to 88% in 2016/17 to 90% in 2017/18, as enrolment growth is accompanied by general population growth and high dropout rates. The NER in 2016/17 is at 87% for boys and 92% for girls.

Primary to secondary transition rates: UIS does not provide any data and the 2018 JSR states the rate has steadily increased from about 33% in 2011 to 39% in 2017. There are lower transition rates for girl learners, though this gap has been shrinking in recent years. No additional data is available.

Access for children with special needs: The percentage of school aged special needs population in primary school has increased from 2.5% in 2015/16 to 2.7% in 2016/17. The rate of special needs population in secondary school increased from 1.3% in 2015/16 to 1.5% in 2016/2017, according to the 2018 JSR.

Complementary basic education: CBE centers in Malawi began with a pilot in 15 centers in 3 districts in 2006, had expanded to 600 CBE centers in 10 districts in 2013/13 and opened another 480 by 2017 for 1,080 CBE centers supporting 16,000 students, according to the 2018 JSR.

Enrollment to pre-primary school:

- UIS states it was 1,360,619 children enrolled in 2015 (the only data point)
- Access to early childhood development: the 2018 JSR reports that the percentage of pre-school age children with access to ECD has increased from 40% in 2015/16 to 45% in 2016/17

Gender equality

- The 2018 JSR states that primary enrollment in Malawi has reached gender parity. The GPI rate for primary GER has remained constant at the desired level, from 1.02 in 2012 to 1.04 in 2017.
- UIS confirms this as the percentage of female students enrolled in primary education has maintained at the desired level, from 50.44% in 2012 to 50.54% in 2017.

INDICATORS THAT STAGNATED DURING THE –2017-2020 PERIOD

Gender equality in all indicators:

- UIS data shows the percentage of female enrollment in secondary school has remained relatively steady, from 46.97% in 2012 to 48.42% in 2017.

Primary completion rate: remained very lower over the ESIP II period, stagnating at a low rate of about 52% from 2012/203 to 2016/17, according to the 2018 JSR.

Primary dropout rate: This has remained constant since 2012/2013 to 2016/2017 at about 4%, according to EMIS.

Secondary net enrollment rate: the 2018 JSR indicates that NER averaged around 13% in 2010, slightly increased and has maintained at about 15% from 2014 to 2018.

Primary overage enrollment rate: Malawi has high gross enrollment rates due to over-age enrollment and high rates of repetition. The percentage of overage children enrolled in primary education has remained constant, from 18.98% in 2013 to 19.69% in 2017.

Share of OOSC:

- UIS's most recent data from 2009 records a total of 81,563 OOSC for primary school age.
- UIS data shows the total number of out of school adolescents (11-17) rising from 364,649 in 2009 to 417,904 in 2017.
- Malawi's 2018 JSR reports that the percentage of out of school youth enrolled in complementary basic education increased from 15% in 2015/16 to 16% in 2016/17.

School life expectancy: the primary school life expectancy has remained stable, from 8.4 in 2012 to 8.66 in 2017, according to UIS. The secondary school life expectancy is much lower on average and remained relatively constant: 2.03 in 2012 to 2.29 (estimate) in 2017.

Primary survival rates to the last grade: 54.07% in 2013, according to UIS.

INDICATORS THAT DETERIORATED DURING THE –2017-202 PERIOD

Primary repetition rate: According to UIS, primary repetition rates have stagnated, at 20.23% in 2012 and 20.25% in 2013. They further deteriorated, to 24% in 2017/18, according to the 2018 JSR.

Primary gross enrollment rate: The 2018 JSR indicates high primary GER, rising from 120% in 2010/11 to 127% in 2017/18, according to EMIS. UIS depicts even higher rates, rising slightly from 136.29% in 2012 to 139.95% in 2017.

Secondary gross enrollment rate: Secondary GER rose from 33.33% in 2012 to 38.14% in 2017, though as visible the overall ratios remain low in comparison to other SSA countries, according to UIS. The Malawi 2018 JSR depicts an even bleaker picture.

INDICATORS FOR WHICH NO CONCLUSIVE DATA IS AVAILABLE

Internal Efficiency Coefficient (IEC):

Regional differences: UIS or JSR data is not available.

Access for the poorest: UIS or JSR data is not available.

Pre-primary enrollment: UIS states it was 1,360,619 children enrolled in 2015. No other data points are available.

Mali

INDICATORS THAT IMPROVED DURING THE 2013 - 2019 PERIOD

Total enrolment in all education levels

- Total enrolment in all levels of education increased from 3,034,288 in 2013 to 3,682,412 in 2017 with a total growth of 21.3% and an annual growth of 4.98%
- UIS data shows improvement in the total pre-primary enrolment from 83,194 in 2013 to 126,495 in 2017 (total growth of 52% and annual growth of 11.15%). JSR 2019 data shows also an increase in pre-primary level enrollment from 91,607 in 2013 to 142,523 in 2017 (55.6% total growth)
- UIS data shows an increase in the total number of children enrolled in primary education from 2,068,714 in 2013 to 2,538,502 in 2017 (total growth of 22.7% and 5.27% annual growth)
- JSR 2019 data shows a smaller increase of enrolment at primary level from 2,473,298 in 2013 to 2,611,040 in 2018 (total growth of 5.5%)
- UIS data shows an increase in the total enrolment in lower secondary from 598,794 in 2013 to 693,459 in 2017 (total growth of 15.8% and annual growth of 3.84%). JSR 2019 data shows an increase in the total

number of students enrolled in lower secondary education from 647,186 to in 2013 to 686,378 (total growth of 6%)

- UIS data shows an increase in the total number of children enrolled in upper secondary education from 283,586 in 2013 to 323,956 in 2017 (total growth of 14.2% and 3.49% annual growth)
- JSR 2019 data shows a smaller increase in enrolment in upper secondary education from 184,745 in 2013 to 276,507 in 2018 (total growth of 49.6%)

Gross Enrolment Rates (GER) in pre-primary, primary and upper secondary education

- The JSR 2019 reported that there was an improvement in the GER in pre-primary increasing from 5% in 2013 to 7.3% in 2018
- There was an improvement in the GER in primary education increasing from 70% in 2013 to 80% in 2018, according to the JSR 2019.
- The JSR 2019 reported that there was an improvement in the GER in upper secondary education increasing from 16.7% in 2013 to 22.3% in 2018

Net Enrolment Rates (NER) in pre-primary and primary education

- UIS data states that pre-primary NER increased modestly from 3.45% in 2013 to 4.69% in 2017.
- According to UIS data, the NER for primary education levels increased from 58.56% in 2013 to 61.20% in 2017, as enrolment growth is accompanied by general population growth and high dropout.

Primary and lower secondary education completion rates

- UIS data shows that completion rates in primary education level improved slightly during the period 2013-2018, increasing from 48% to 50% according to UIS reporting. Similarly, lower education completion rates increased modestly from 31% in 2014 to 35% in 2018.

Primary education Out of School Children (OOSC) rates

- UIS data reports that OOSC rates in primary education levels have positively decreased from 37.47% in 2013 to 32.74% in 2017 (variation of 4.73 percentage points)

Primary and lower secondary education repetition rates

- JSR 2019 reported that repetition rates in primary and lower secondary education have dropped slightly from 20% (both) to 18.7 and 19% respectively.

Gender Parity Indexes (GPI)

- The JSR 2019 reported that Mali achieved gender equality in pre-primary gross enrolment.
- The primary education gross enrolment Gender Parity Index (GPI) increased from 0.8 in 2013 to 0.9 in 2018 according to the JSR 2019.
- GPI for gross enrolment in low secondary education evolved in the period 2013-2018 (from 0.8 to 0.9) according to the JSR 2019.
- The JSR 2019 showed that the GPI of completion in primary education in Mali increased from 0.8 in 2013 to 0.9 in 2018.
- The JSR 2019 reported that the GPI for completion of lower secondary education had improved from 0.7 in 2013 to 0.9 in 2018.
- According to data reported by UIS the GPI for completion of upper secondary education improved from 0.17 in 2013 to 0.24 in 2015.
- GPI for school life expectancy improved modestly from 0.86 in 2014 to 0.89 in 2017 according to UIS data.

Access for the poorest: Wealth Parity Indexes (WPI)

- WPIs for completion and OOSC in upper secondary education improved in the period 2013-2015 (from 0.007 to 0.02 in the case of completion and from 1.56 to 1.53 in the case of OOSC rates)

INDICATORS THAT STAGNATED DURING THE 2013 - 2019 PERIOD

School life expectancy

- UIS data shows that average years expected for students to be in school have remained stable during the period 2013-2017 (slight change from 4.77 to 4.81)

Gender Parity Index (GPI)

- UIS data shows that the GPI for net enrolment in primary education has remained unaltered in the period 2014-2017 (from 0.88 to 0.89)
- According to UIS reported data GPI for net enrolment in secondary education remain in similar levels during the period 2013-2017 (0.78 and 0.8 respectively)
- UIS data shows that the GPI for completion of primary education hasn't changed in the period 2013-2015 (0.82 ad 0.83).
- The GPI for the transition from primary to secondary education remained at similar levels in the period 2014-2016 (1.01 to 1.03) according to UIS data.

Regional differences

- The JSR 2019 reports that regional differences remain similar in the period 2018, with Bamako and Koulikoro always performing significantly better than the rest of regions in all the indicators, and Mopti, Gao, Kidal and Tombouctu showing poor performance.

Access for the poorest: Wealth Parity Indexes (WPI)

- WPI for completion rates in lower secondary education remain similar from 2013 to 2015 (from 0.07 to 0.08)

INDICATORS THAT DETERIORATED DURING THE 2013 - 2019 PERIOD

Gross Enrolment Rates (GER) in lower secondary education

- JSR 2019 reported that there was a decrease in the GER in lower secondary education which went down from 51% in 2013 to 49% in 2018.

Net Enrolment Rates (NER) in lower and upper secondary education

- UIS data shows that lower secondary NER decreased greatly from 32.47% in 2013 to 28.08% in 2017.
- Upper secondary NER slightly decreased from 16.64% in 2013 to 15.24% in 2017, according to UIS reports.

Upper secondary education completion rates

- According to UIS reporting, completion rates in upper secondary education level decreased drastically during the period 2013-2018, increasing from 23% to 11%.

Grade 2 lower secondary dropout rates

- UIS data shows that dropout rates in the second grade of lower secondary education negatively went up from 2.78% in 2013 to 7.12% in 2016

Lower secondary education and Upper secondary Out of School Children (OOSC) rates

- UIS data report that OOSC rates in lower secondary education levels have negatively increased from 49.35% in 2013 to 55.03% in 2017 (variation of 5.68 percentage points) and upper secondary went up from 65.11% in 2013 to 68.09 in 2015.

Primary to secondary education transition rates

- UIS data shows that rates of students that transition from primary to secondary education have considerably dropped from 85.6% in 2013 to 78.31% in 2016

Gender Parity Index (GPI)

- The JSR 2019 showed that the GPI for repetition in primary education had fell from gender equality (1) in 2013 to 0.9 in 2018.

Access for the poorest: Wealth Parity Indexes (WPI)

- WPI for completion rates in primary education downgraded from 2013 to 2015, falling from 0.31 to 0.25.

INDICATORS FOR WHICH NO CONCLUSIVE DATA IS AVAILABLE

Access for children with special needs

- No data is available

Nepal

ISSUE	OBSERVED TRENDS (UP TO AND INCLUDING DURING REVIEW PERIOD)
Learning outcomes	
Changes/trends in learning outcomes (basic education) during period under review (<u>by gender, by socio-economic group, by rural/urban locations</u>)	NASA 2012, 2015 and 2018 reports indicate no improvement to learning levels for students in grades 5 and 8.
Equity, gender equality and inclusion	
Changes in (i) gross and (ii) net enrollment rates (basic education <u>including pre-primary</u>) during review period (by gender, by socio-economic group, by rural/urban	<p>NIR Lower basic (grades 1-5) small increase through review period: 95.6% in 2013, 96.5% in 2018</p> <p>NIR Upper basic (grade 6-8) increase through review period: 86.5% in 2013; 92.7% in 2018</p> <p>NIR Secondary increase through period: 32.2% in 2013 46.4% in 2018.</p> <p>NIR data not disaggregated by gender</p> <p>GER Primary (Grades 1-8) steady through review period at approx. 140%; slightly higher for girls than boys (See fig 5)</p> <p>GER Secondary increased through review period 55% boys, 49% girls in 2013 to 70% for boys, 78% girls in 2017.</p>
Gender parity index of enrollment	1.0 ¹⁴¹
Changes in (i) primary completion rate and (ii) lower secondary completion rate (by gender)	<p>Completion rate to grade 5 has increased through period from 77.6% in 2013 to 82.1% in 2018</p> <p>Completion rate to grade 8 increased through period from 65.3% in 2013 to 71.3% in 2018</p> <p>Data not disaggregated by gender</p>

¹⁴¹ ASIP 2019

ISSUE	OBSERVED TRENDS (UP TO AND INCLUDING DURING REVIEW PERIOD)
Changes in out-of-school rates for (i) primary and (ii) lower secondary	Out-of-school rate improved till 2016 but then worsened. OOSC in 2017 at primary level =3.5% ¹⁴²
Gender parity index of out-of-school rates	Unknown
Changes in the distribution of out-of-school children (girls/boys; children with/without disability; ethnic, geographic, urban/rural and/or economic backgrounds depending on data availability)	Data on OOSC at primary level not disaggregated by gender or social status. 70% of OOSC children at secondary level are boys. This figure has remained steady although overall number of OOSC at secondary level has decreased. ¹⁴³
Changes in transition rates from primary to lower secondary education (by gender, by socio-economic group)	Unknown; Transition rates for 2016: 82.38% overall (84.07% for boys, 80.77% for girls) No data available for previous years. ¹⁴⁴
Changes in dropout and/or repetition rates (depending on data availability) for (i) primary, (ii) lower-secondary education	Unknown; Primary repetition rate in 2017 - 7.64% overall (7.71% boys, 7.56% girls), No data available for previous years ¹⁴⁵ Survival rates to grade 8 in 2016: 73.55% overall (73.69% boys, 73.41% girls). No data available for previous/subsequent years ¹⁴⁶

Nigeria

NATIONAL LEVEL	NIPEP STATES ¹⁴⁷
INDICATORS THAT IMPROVED DURING THE 2012-2018 PERIOD	
Gender Parity Index (GPI) for Gross Enrollment Rates (GER): ¹⁴⁸ GPI for both primary and secondary GER improved between 2009 and 2016, reaching .90 for secondary GER and .94 for primary GER.	Young Female (15-24) Literacy: In contrast to the national figures, young female literacy in the NIPEP states increased by an average of 3.12 percentage points. While this is lower than the 6.2 percentage point increase for the north-western region, excluding Sokoto as an outlier (with a decrease of 8.2%) means the other four states are approximately in line with the regional average.

¹⁴² GPE

¹⁴³ UIS

¹⁴⁴ UIS

¹⁴⁵ UIS

¹⁴⁶ UIS

¹⁴⁷ The broad categorization represents the general trend across the five states. Where one or two states have moved in a different direction to the others this is noted in the indicator explanation. Averages are not weighted for population, and represent a simple averaging of state level figures.

¹⁴⁸ UIS data

	<p>Engagement in Early Childhood Education: Engagement in ECE increased by an average of 5.38 percentage points, from an average baseline of 29.68% in 2011.</p> <p>GPI for Primary Net Attendance Ratio (NAR): Nationally GPI for NAR increased marginally from .94 to .95. NIPEP states increased by an average of .076 with four out of five states moving into the GPE RF recommended range (.88-1.11). This is compared to the north-west region in general where GPI decreased from .88-.8.</p>
INDICATORS THAT REMAINED STABLE DURING THE 2012-2018 PERIOD¹⁴⁹	
<p>Primary survival Rates: Nationally survival rates decreased slightly from 97.4 to 95.5 between 2011 and 2017.</p> <p>GPI for Primary Net Attendance Ratio (NAR): Nationally GPI for NER increased marginally from .94 to .95.</p>	<p>Primary Completion Rates: There is significant variation between NIPEP states in PCR – with Kaduna increasing by 24 percentage points (from 55 to 79), and Sokoto decreasing by 54.5 (from 73.2 to 18.7) percentage points between 2011 and 2017 – this possibly points to sampling differences (perhaps caused by internal migration), or possible measurement errors¹⁵⁰</p>
INDICATORS THAT DETERIORATED DURING THE 2012-2018 PERIOD	
<p>Gross Enrollment Rates: GER for primary education rose from 85.35 to 94.07% in 2013 before falling to 84.7% in 2016. For secondary education GER peaked at 56.18% in 2013 before falling to 41.98% in 2016.</p> <p>Primary Completion Rates: Nationally PCR has fallen from 85.6 to 63.1% between 2011 and 2017.</p> <p>Transition Rates (Primary to Lower Secondary): A drop from 74 to 48.9% between 2011 and 2017.</p> <p>Young Female (15-24) Literacy: Data for young male literacy is only available for 2017 – but female literacy has decreased from 65.6% to 59.3% between 2011 and 2017.</p> <p>Engagement in Early Childhood Education: MICS showed that the proportion of children engaged in ECE fell from 42.65 to 35.55 between 2011 and 2017.</p>	<p>Transition Rates (Primary to Lower Secondary): Data shows an average 22.46 percentage point decrease in transition rates across the five NIPEP states between 2011 and 2017 (compared to a 25-point decrease in the North-West Region).</p> <p>Survival Rates: While primary survival rates nationally remained relatively stable. The NIPEP states generally fared worse than the national average (with all states bar Katsina falling between 3 and 6% between 2011 and 2017, and Katsina decreasing by 15.4%), but largely better than the North Western average decline of 7.2% (bar Katsina). Data are available for secondary survival rates.</p>
INDICATORS FOR WHICH NO CONCLUSIVE/RELIABLE DATA IS AVAILABLE	
<p>Changes in OOS Rates NER Secondary Completion Rates Enrollment in Private/IQS</p>	<p>Changes in OOS Rates GER/NER Secondary Completion Rates Enrollment in Private/IQS</p>

¹⁴⁹ For this table, marginal increases or fluctuating trends are categorised as remaining stable. Depending on the indicator and its absolute value this may be a positive or negative thing. i.e. if NER is at 100% then stability is valuable, whereas if it is at 50% it is stagnation.

¹⁵⁰ It is hard to rationalise a 54.5 pp decrease in completion rates in a state surrounded by states which saw marginal increases – such a decrease can only be caused by a significant disruption to the education system – or an error in measurement.

Zimbabwe

INDICATORS FOR WHICH VALUES IMPROVED DURING REVIEW PERIOD (2012-2018)

- **ECD and upper secondary gross enrollment rates (GERs):**¹⁵¹ GER in ECD increased from 32.87 to 69.97% between 2012 and 2017, while GER for upper secondary increased from 11.10% to 15.21% (*EMIS Statistical Digest 2017*)¹⁵²
- **ECD and upper secondary completion rates:** Completion rates for ECD students increased from 66.16 to 93.68% between 2012 and 2017; rates at upper secondary increased from 10.55 to 14.92% in the same period (*EMIS Statistical Digest 2017*)
- **Gender Parity Index (GPI) for upper secondary GER and completion rate** remains low¹⁵³ but increased from .75 to .80 between 2012 and 2017 (*EMIS Statistical Digest 2017*)
- **Number of enrolled CWD**¹⁵⁴ enrolled in mainstream primary and secondary school increased from 40,226 in 2015 to 61,196 in 2018 (ESPR 2019)
- **Learners enrolled in functional literacy classes** increased from 28,631 to 46,007 between 2015 and 2018 (ESPR 2019)

INDICATORS FOR WHICH VALUES DID NOT SIGNIFICANTLY CHANGE DURING REVIEW PERIOD (2012-2018)

- **Lower secondary GER** has not increased significantly, with only a slight increase from 71.40 to 73.39% between 2012 and 2017 (*EMIS Statistical Digest 2017*)
- **Primary and lower secondary completion rates** rose between 2012 and 2016 and since then have fallen slightly – remaining at 78% for primary students and 67% in lower secondary in 2016
- **GPI for ECD, primary and lower secondary GER and completion rates** have all remained stable, with minor variance between .98 and 1.02 over the review period (*EMIS Statistical Digest 2017*)

INDICATORS FOR WHICH VALUES DETERIORATED DURING REVIEW PERIOD (2012-2018)

- **Primary and secondary dropout rates** increased significantly between 2012 and 2017, 0.38 to 0.84% in primary and from 1.08 to 3.99% in secondary (*EMIS Statistical Digest 2017*)
- **Primary enrollment rates:** Both GER and the net enrollment rate (NER) have decreased for primary schools. GER decreased from 110.40 to 105.59% between 2012 and 2017. During the same period, NER decreased from 95.60 to 89.87% (*EMIS Statistical Digest 2017*)
- **Children and adolescent enrolled in Part-time Continuing Education Classes (PTCECs)**¹⁵⁵ decreased from 32,815 to 22,811 between 2015 and 2018 (ESPR 2019)

INDICATORS FOR WHICH NO CONCLUSIVE DATA ARE AVAILABLE

- **Out-of-school children/adolescents**¹⁵⁶ (OOSC/OOSA) was last measured by UIS in 2013 and is due to be measured again in 2019. UIS data showed an increase between 2012 and 2013 for the number of OOSC and a slight decrease in the number of OOSA

¹⁵¹ GER in Zimbabwe's EMIS data includes those in public, private and NFE programs.

¹⁵² EMIS data taken from the 2017 Statistical Digest covering data from the 2011/12 until the 2016/17 school year (published in 2018). Figures for 2017/18 were not yet published at the time of writing. No EMIS data available from before the 2011/12 school year. Where figures were given for only one year, trends were compiled from the yearly digests.

¹⁵³ Through its RF GPE advocates for .88 as a minimum GPI (with 1.11 being the maximum).

¹⁵⁴ The number of CWD enrolled in mainstream schools is a key indicator for the ESSP, but no population-level data on CWD exist, making it hard to tell how complete the expansion of educational opportunities is.

¹⁵⁵ This is not the only NFE program in Zimbabwe, but it is the largest, and the one that is being tracked in the ESSP/ESPRs.

¹⁵⁶ UIS data classify OOSC as those between 3 and 12 while adolescents are those aged 12-18. Data from <http://uis.unesco.org/country/ZW>

Countries reviewed through summative CLEs (FY 2019/2020)

Bangladesh

INDICATORS THAT IMPROVED FROM 2011-2019

Overall:

- **Pre-primary enrollment:** Pre-primary enrollment improved both in absolute numbers from 1.2 to 3.5 million between 2010 and 2018 and GER (from 24.7% to 40.3%) between 2011 and 2017. (UIS)
- **Primary enrollment: GER** increased from 101.5% (2010) to 114.2% (2018), while **NER** increased from 94.9% (2011) to 97.8% (2018). (UIS and APSC)
- **Primary repetition and drop-out:** Between 2011 and 2018, repetition rates decreased significantly from 11.1% to 5.4% (BANBEIS), while drop-out rates decreased from 29.7% to 18.6%. (APSC)
- **Primary completion:** Gross intake rate to last grade of primary increased significantly from 65.6% (2010) to 118.6% (2017). (UIS) Similarly, cycle completion rates improved from 70.3% to 80.8% from 2011-2016. (APSC)
- **Secondary enrollment:** Between 2011 and 2018, GER increased from 61.9% to 75.3 %, while NER increased from 56.5% to 69.4%. (BANBEIS)
- **Secondary completion:** Between 2011 and 2017, the gross intake rate to the last grade increased from 58.2% (2011) to 77.6% (2017). (UIS)
- **Secondary drop-out:** Between 2011 and 2018, drop-out rates decreased from 53.3% to 37.6%. (BANBEIS)
- **The number of input years per primary graduate:** decreased from 7.2 to 6.18 years between 2011 and 2016. (ASPR)

Equity, Gender and Inclusion:

- **Gender parity for primary completion:** The GPI for primary completion is in favor of girls and decreased marginally from 1.12 to 1.07 between 2010-2017. (UIS) Cycle completion rates recorded greater improvements for girls (from 70.3% to 83.9%) than for boys (67.6% to 77.7%) between 2011 and 2016. (ASPR)
- **Gender parity for primary repetition:** Primary repetition rates decreased significantly for both boys and girls, with girls having lower repetition rates than boys. From 2011-2018, the repetition rate decreased from 10.6% to 5% for girls and from 11.6% to 5.8% for boys. (BANBEIS)
- **OOS children:** The number of primary age out-of-school children decreased from 841,000 in 2010 to 753,000 in 2017 (UIS). In relative numbers, sources suggest contradicting trends.¹⁵⁷
- **Special needs students enrolled in pre-primary:** The number of special needs students at the pre-primary level increased between 2013 and 2018 from 12,147 to 25,381. (APSC)
- **Primary enrollment of children from poor households:** From 2011-2014, the gap between the top 20% of households and the bottom 20% of households was reduced significantly, from a 22% gap to an 8% gap. (ASPR)

INDICATORS THAT REMAINED RELATIVELY CONSTANT FROM 2011-2019

Overall:

- **Secondary repetition:** Repetition rate declined slightly but remained low overall from 2010-2016, decreasing from 2.9% (2010) to 2.1% (2016). (UIS)
- **Primary to secondary transition:** Transition rates remained stable overall, with a marginal increase from 95.1% (2011) to 96.3% (2018). (BANBEIS)

Equity, Gender and Inclusion:

¹⁵⁷ Rate of out-of-school children of primary school age, according to UIS data, decreased from 5 to 4.8% between 2010-2017. Reporting on PEDP-3 KPI 4 shows an increase from 15 to 17.9% of 6-10-year-olds between 2011 and 2014, yet a great reduction in OOS children (ages 11-14) for both girls (17% to 9%) and boys (28% to 19.4%) (ASPR).

- **Gender parity indices for enrollment remained stable overall:** The GPI for gross pre-primary enrollment marginally increased from 0.97 (2011) to 1.03 (2017). (UIS) At the primary level, GPI stayed stable, going from 1.08 (2011) to 1.07 (2018). (APSC) The GPI for secondary enrollment remained stable at 1.3 in favor of girls between 2011 and 2017. (UIS)
- **Gender parity for secondary completion:** From 2011-2016, GPI for secondary completion was stable at 1.2. (UIS)

INDICATORS THAT DETERIORATED FROM 2011-2019

Equity, Gender and Inclusion:

- **Gender parity of OOS children (ages 6-10):** From 2011-2014 there was a greater increase in the percentage of OOS girls (from 13% to 17.4%) than OOS boys (from 17% to 18.9%). (ASPR)
- **Special needs students enrolled in primary:** The number of students decreased from 2014-2018, from 109,144 to 96,385. (APSC)

INDICATORS FOR WHICH NO CONCLUSIVE DATA IS AVAILABLE

- **Gender disaggregated data and gender parity information** was not available for: primary drop-out rate and primary to secondary transition rate.
- **Gender parity for repetition and drop-outs at secondary level:** Data is not available beyond 2015. Repetitions dropped from 3.6% (2010) to 2.6% (2015) for girls but remained overall higher compared to boys, which stayed at 2.1% (2010-2015). However, drop-out rates were lower for girls and decreased from 15.4% (2010) to 11.6% (2015) (UIS).

Cambodia

INDICATORS THAT IMPROVED FROM 2014 TO 2019

- **Pre-primary enrollment:** Percentages of 3 to 5-year-olds enrolled in an ECE program increased between 2014 and 2018.¹⁵⁸ Pre-primary gross enrollment rate (GER) improved from 8.7% to 10.8% from 2014-2017, as did the net enrollment rate (NER) for the same period, from 16.7% to 20.1%.
- **Secondary enrollment:** Lower secondary GER increased from 55.1% in 2014 to 59.1% in 2018, and upper secondary GER increased from 25.3% in 2014 to 29.7% in 2018. Despite these increases, enrollment at both lower and upper secondary levels of education remains low.
- **Primary and lower secondary drop-out:** From 2014-2018, the proportion of children dropping out of school declined at the primary level (from 8.3% to 4.4%) and lower secondary level (from 21% to 15.8%). Dropout rates for girls also decreased during the same period at both primary (7.2% to 3.7%) and lower secondary levels (20.3% to 14.2%).
- **Gender equity in pre-primary and primary enrollment:** Gender Parity Index (GPI) for pre-primary NER increased from 0.99 to 1.05 and from 0.98 to 1 for primary NER between 2014 and 2017.
- **Transition rate from primary to lower secondary; transition rates lower to upper secondary:**¹⁵⁹ Transition rate from primary to lower secondary levels for both sexes increased from 78.7% to 85.7% between 2014 and 2018. The proportion of children transitioning from lower to upper secondary also increased from 71.1% to 75.4% between 2014 and 2018 for both sexes.

¹⁵⁸From 2014-2018, percentage of 5-year-olds enrolled: from 61.4% to 63.1%; 4-year-olds: from 29.1% to 39%; 3-year-olds: from 16.6% to 18.5%.

¹⁵⁹ Additionally, there have been overall improvements in survival rates to graduation at the primary level (survival rate to grade 6 increased from 65.6% to 76%), lower secondary level (survival rate to grade 9 increased from 31.1% to 42.1%), and upper secondary level (survival rate to grade 12 increased from 11% to 19.5%), between 2015-2017 (see ESR 2018, p.79).

- **Lower secondary completion rate:** Completion rates increased for lower secondary education, from 40.3% to 47.6% for 2014-2018.

INDICATORS THAT STAGNATED FROM 2014-2019

- **Primary completion rate (PCR):** According to country data, the nationwide PCR decreased overall from 2014-2017, from 84.1% to 79.1%, before improving in 2018 to 86.2%.¹⁶⁰ Data suggest that rural-urban disparities remained stable. However, both urban and rural PCRs decreased by approximately 5 percentage points for the period 2014-2017 (urban from 74.1% to 69.3%, and rural from 86.5% to 81.4%).

INDICATORS THAT STAGNATED FROM 2014-2019

- **Upper secondary completion rate:** The upper secondary completion rate increased slightly from 20% to 22.1% during the period 2014-2017.
- **Repetition rates:** From 2014 to 2018, the share of children repeating a school level increased slightly at the primary (from 5.1% to 6.2%), lower secondary (from 6.2% to 7.3%) and upper secondary levels (from 1.3% to 3%).

INDICATORS THAT DETERIORATED FROM 2014 TO 2019

- **Primary enrollment:** While country data indicates that the primary NER increased marginally during the review period, from 97.9% in 2014 to 98% in 2017, UNESCO UIS data indicates a downward trend between 2014 and 2017, from 95% to 90%.¹⁶¹ The primary GER decreased between 2014 and 2017 from 116.8% to 107.8%.
- **Gender disparity in primary and secondary completion and enrollment:** Gender disparities in primary and secondary completion rates and enrollment rates widened during the review period, in favour of girls.
- **Urban decreases and rural increases in lower secondary completion and secondary GER:** The urban lower secondary completion rate decreased from 49.6% to 45.6%, while the rural rate increased from 38% to 44.2%. Rural lower and upper secondary GER *increased* between 2014 and 2017 (from 52.1% to 57%, and from 19.9% to 23.6%, respectively), while urban lower and upper secondary GER *decreased* for the same period (from 58.3% to 56%, and from 40.6% to 39.3%, respectively).¹⁶²
- **Rural-urban disparities in primary GER:** Primary urban GER decreased disproportionately between 2014 and 2017 versus rural primary GER. While rural primary GER decreased by 2.9 percentage points for the period 2014-2017 (from 115.2% to 112.3%), urban GER decreased by 4.6 percentage points (from 94.2% to 89.6%).¹⁶³

INDICATORS FOR WHICH NO CONCLUSIVE DATA IS AVAILABLE

¹⁶⁰ UNESCO UIS data show a similar downward trend for 2014-2017: PCR declining from 96.7% to 89.6%. There was no UIS data for 2018 that could corroborate the increase in PCR from 2017 to 2018 (79.1% to 86%) as reported in the zero draft of the 2019 Congress report.

¹⁶¹ The RESA, conducted in 2016, notes the drop in primary enrollment rates between 2014-2016 as a “wake up call,” and UNESCO UIS data suggests that enrollment rates continued to drop in 2017.

¹⁶² MoEYS stakeholders (three) interviewed posited that decreases in urban primary and secondary enrollment versus rural increases in enrollment were a result of increased enrollment of urban children in private schools, as opposed to public schools. This hypothesis, however, is discounted by the RESA which noted that enrollment in private lower secondary schools was only slightly higher than 3% in 2015, and hence is unlikely to account for the full decrease in student enrollment.

¹⁶³ Similar to the footnote above, while stakeholders interviewed suggested that urban decreases in primary enrollment were due to a transfer of students to private schools, the RESA notes that the increase in private primary enrollment is not large enough to account for the overall decrease in primary GER.

- **Access for children with special needs:** There was an overall lack of data on the enrollment of children with disabilities over time. Available data indicates that 54,838 children and youth with disabilities were enrolled in schools in 2017-2018; it is not clear what levels of education are covered by this measure.¹⁶⁴ As noted in Section 4, an RTI-USAID study notes key barriers to data collection on the level of access for children with special needs to education in Cambodia.
- **School-life expectancy:** Data not available from country sources, UNESCO UIS statistics or in the RESA or 2018 ESR.
- **Out-of-school (OOS) rate and number of out-of-school children (OOSC):** Neither Congress reports nor MoEYS statistical yearbooks track the overall number or ratio of out-of-school children. Available UIS data shows an increase in primary OOS rate for 2014-2017, from 4.9% to 9.4%, and in the number of OOSC, from 89,849 to

Guinea

INDICATORS THAT IMPROVED FROM 2015 TO 2019

- **Primary enrollment:** Primary gross enrollment ratio (GER) increased from 78.7% in 2015 to 90.8% in 2018, while the net enrollment ratio (NER) increased from 69.6% to 74.3% between 2016 and 2018. Primary GER for girls increased from 70.6% to 82.6% in the same period and that of rural areas increased from 63.6% to 76.3%.
- **Primary out-of-school (OOS) rate and number of out-of-school children (OOSC):** The OOS rate among primary-aged children decreased from 21.3% to 9.2% between 2015 and 2018. The number of primary-aged OOSC also decreased from 445,390 in 2015 to 202,435 in 2018.¹⁶⁵
- **Transition rate from primary to lower secondary:** The transition rate from primary to lower secondary levels increased from 64.9% to 71.1% between 2015 and 2018.
- **Lower secondary enrollment:** Lower secondary GER increased from 41.4% to 45.4% between 2015 and 2018. Lower secondary GER for girls increased from 31.7% to 36.3% between 2015 and 2018 and GER for all students in rural areas increased from 19.8% to 21.9% during the same time period.
- **Gender equity in primary and lower secondary enrollment:** Gender Parity Index (GPI) for primary GER increased from 0.891 to 0.903 between 2016 and 2018. With regards to lower secondary enrollment, the GPI for lower secondary GER increased from 0.61 in 2015 to 0.662 in 2018.
- **Lower secondary completion rate:** The lower secondary completion rate increased during the review period for both sexes, from 28.5% to 36.4% between 2015 and 2018, and for girls, from 21.3% to 29.9% for the same period.

INDICATORS THAT STAGNATED FROM 2015 TO 2019

- **Pre-primary enrollment:** The pre-primary GER remained relatively stable, increasing marginally from 13.1% in 2016 to 13.3% in 2018.
- **Primary repetition rate:** remained stable overall, despite a decrease from 11.6% to 10.5% between 2016 and 2017, before increasing to 11.6% again from 2017 to 2018.
- **Secondary OOS rate and number of OOSC:** While the number of secondary-aged OOSC increased from 1,126,459 in 2015 to 1,149,095 in 2018, the OOS rate decreased slightly from 63.8% to 62.1% for the same period. Statistics yearbooks did not provide data on OOSC or OOS rates disaggregated to lower and upper secondary levels of education.

¹⁶⁴ MoEYS, Policy on Inclusive Education, 2018.

¹⁶⁵ The number of OOSC, however, in 2015 was substantially higher than in preceding years due to the outbreak of Ebola. Statistics yearbooks indicate that the number of OOSC decreased between 2012 and 2014 from 375,458 to 357,523, before increasing significantly to 445,390 in 2015.

INDICATORS THAT DETERIORATED FROM 2015 TO 2019

- **Primary completion rate:** Completion rate at the primary level decreased overall, from 59.4% in 2016 to 54.1% in 2018. The primary completion rate also decreased among girls from 49.5% to 45.7% during the 2016-2018 period, and in rural areas, from 44.9% to 40% during the same period.
- **Lower secondary repetition rate:** The lower secondary repetition rate increased during the review period, from 15.2% in 2016 to 18.8% in 2018.
- **Lower secondary dropout rate:** The lower secondary dropout rate increased from 11.4% in 2013 to 12.2% in 2017. Of note, the lower secondary dropout rate increased substantially from 11.4% in 2013 to 19% in 2014, before dropping to 10.6% in 2015.¹⁶⁶
- **Transition rate from lower to upper secondary:** The proportion of children transitioning from lower to upper secondary has decreased significantly from 71.2% in 2016 to 59.8% in 2018.
- **Upper secondary enrollment:** The upper secondary GER decreased overall from 28% in 2015 to 26.1% in 2018. Marginal decreases were noted for GERS for girls (from 19.5% to 19% between 2015 and 2018) and in rural areas (from 7.1% to 7% in 2018).

INDICATORS FOR WHICH NO CONCLUSIVE DATA IS AVAILABLE

- **Primary dropout rate:** The only data which was available on the primary dropout rate during the review period was for 2018, during which it was 11.5%.¹⁶⁷ Primary dropout rates for other years was not available.
- **Access for children with special needs:** There was an overall lack of data on the enrollment of children with disabilities over time. The only information on enrollment of children with special needs was seen in a PSE-2 results indicator on the number of children with disabilities as a share of total primary school students, which decreased from 0.6% in 2016 to 0.46% in 2018.
- **School-life expectancy:** Data not available from country sources, UNESCO UIS statistics or in the RESEN.
- **Access for poorest:** Country-level data and the RESEN do not provide any income-disaggregated data.

Mozambique

INDICATORS THAT IMPROVED DURING THE REVIEW PERIOD VALUES

- **Primary out of school rate:** Between 2012 and 2017, the number of out of school children of primary school age grew from 697k to 728k. Over this period, the share of out of school children of primary school age fell from 13.7 to 12.5%. Among girls, the share fell from 15.9 in 2012 to 13.8 in 2017, and among boys it fell from 11.5 to 11.2 (UIS data).¹⁶⁸
- **Primary dropout rate:** Between 2012 and 2017 the 5th grade dropout rate fell from 14 to 8.9%. The 7th grade dropout rate also fell over this period, from 12 to 7.4% (2019 ESA).
- **Primary to lower secondary transition rates:** The effective transition rate from primary to lower secondary increased from 60.5% in 2012 to 73.9% in 2015. Among girls, the transition rate increased from 63.3% to 75.5%, and among boys it grew from 58.1% to 72.4% (UIS data).

¹⁶⁶ Noted in MENA, Rapport d'analyse des statistiques scolaires de l'enseignement élémentaire et secondaire général, 2018, p. 73. Possible reasons for the sharp increase observed in 2014 were not provided.

¹⁶⁷ Ibid, p. 40.

¹⁶⁸ Data on number and rates of out of school children should be viewed with some caution. Out of school rates are calculated based on population projections from the 2007 census. One informant stated that current population estimates based on the census may be underestimating Mozambique's population by as much as 3 million, leading to an underestimation of the number and rate of out of school children.

- **Lower secondary enrollment:** The number of children enrolled in lower secondary education increased from 596k in 2012 to 811k in 2017. **Lower secondary GER** grew from 32.6 in 2012 to 37.5 in 2017, with the **gender parity index** increasing significantly, from 0.89 to 0.95. The **lower secondary NER** improved slightly from 14.5 in 2012 to 16.7 in 2017.¹⁶⁹
- **Lower secondary repetition rate:** Between 2012 and 2017, the 10th grade repetition rate decreased sharply, from 37.0 to 22.6% (2019 ESA).
- **Lower secondary dropout rate:** The 10th grade dropout rate fell by nearly half between 2012 and 2017, dropping from 12 to 6.5% (2019 ESA).
- **Secondary completion rate:** While secondary completion rates improved over the evaluation period, they remain very low. The gross completion rate for ES1 grew from 19.8% in 2012 to 28.8% in 2017, while the gross completion rate for ES2 grew from 9.5 to 13.1% over the same period (2019 ESA).
- **Upper secondary enrollment:** The number of youth enrolled in ES2 increased rapidly from 46k in 2004 to 191k in 2011 and 307k in 2017, with a GER of 23% in 2016 (UNESCO Policy Review 2018, 39).

INDICATORS THAT STAGNATED DURING THE REVIEW PERIOD

- **Primary enrollment:** Between 2012 and 2017, the number of students enrolled in primary education grew from 536k to 614k. Over this period, the **primary GER** remained constant, moving from 104.95 to 105.01, with the **gender parity index** improving moderately, from 0.91 to 0.93. The **primary NER** also underwent a small improvement, growing from 86.1 to 87.5 between 2012 and 2017, with the **gender parity index** increasing from 0.95 to 0.97 (UIS data).
- **Gender equality in primary and secondary for enrollment:** Between 2011 and 2017, the share of female enrollment in primary and secondary schools has increased slightly, from 47.7% to 48.2%. At EP1, it grew from 47.7% to 48.3%. At EP2 it grew from 46.3% to 46.9%. At ES1 it grew from 47.3% to 48.9%, and at ES2 it grew most significantly, from 45.7% to 49.3% (2018 RAR). The gender parity index of enrollment in grade 1 reached 0.94 in 2015 and reached 0.97 for six year olds (World Bank Project Paper, 2017).
- **School life expectancy:** The primary and secondary school life expectancy for girls grew marginally from 8.2 years in 2012 to 8.4 years in 2017, while the primary and secondary school life expectancy for boys fell from 9.17 years in 2012 to 9.10 years in 2017 (UIS data)

INDICATORS THAT DETERIORATED DURING THE REVIEW PERIOD

- **Primary completion ratio:** The primary gross completion rate has remained below 50% over the entire evaluation period (2012-2019), falling from 47% in 2011 to 37% in 2015, and recovering to 45% in 2016 for boys (2018 RAR, 2019 ESA) and 43% for girls (2018 RAR). In this measurement, Mozambique compares very unfavorably with the rest of sub-Saharan Africa, which had an average primary gross completion rate of 59% in 2015.
- **Primary repetition rate:** Between 2012 and 2017 the 5th grade repetition rate increased from 10% to 12.5%. The 7th grade repetition rate also increased slightly, from 13.0 to 13.7% (2019 ESA). The average age of 3rd grade students rose from 9.8 in 2013 to 10.0 in 2016, against a nominal entry age of 8, pointing to increasing repetition rates and/or rates of overage entry to the education system (2017 National Learning Assessment report).
- **Regional differences:** Consistently across a variety of indicators, provinces that are located toward the north of Mozambique (and further away from Maputo) perform worse than those toward the south of the country. Schools in southern provinces have a much more equitable gender ratio for grade 3 enrollment than those in the

¹⁶⁹ Information on the gender parity index for the lower secondary NER is not available. However, the gender parity index for the *adjusted* net enrolment rate increased from 1.06 in 2012 to 1.14 in 2015 (UIS data).

North.¹⁷⁰ Similarly, the average age of students in southern provinces is much lower (and much closer to the nominal entry age for each grade) than those in the North. Furthermore, average student age is trending up in Northern provinces while it is trending down in Southern provinces.¹⁷¹ Girls accounted for less than 50% of enrollment in 7 out of 11 provinces in the country, with girls making up a higher share of enrolled students in the South than the North (2017 National Learning Assessment report). However, gaps in access to primary education have decreased between low-income Northern provinces and higher-income Southern provinces (World Bank Project Paper, 2017). 46% of newly constructed classrooms (out of 1248 newly constructed primary schools in total) were located in Northern provinces (2017 National Learning Assessment report).

- **Lower secondary out of school rate:** Between 2012 and 2015, the number of out of school children in the lower secondary school age range rose from 752k to 894k. The share of out of school children rose from 41.1 to 44.1. Among girls, the share of out of school children rose from 46.2% in 2012 to 47.6% in 2015 and 36.0 to 40.5 among boys (UIS data).

INDICATORS FOR WHICH NO CONCLUSIVE DATA IS AVAILABLE

- **Access for children with special needs:** Roughly one percent of students are categorized as having a disability, while two percent of Mozambique's population is estimated to have some kind of disability, indicating that a large share of children with disabilities are out of school (2019 ESA). Data on how these figures have changed over the evaluation period is unavailable.
- **Access for the poorest children:** The net enrollment rate in 2014/15 among EP1 and EP2 students in the bottom income quintile was 45.1%, compared to 77.7% in the top income quintile. In ESG1 and ESG2, the net enrollment rate in the bottom income quintile was 4.9%, compared to 40.7% in the top income quintile (2019 ESA). However, data on how these trends have changed over time is not available.
- **Pre-primary enrollment:** In 2019, the pre-primary GER was estimated at 3.5% for children ages 3 to 5 years (ESA 2019).¹⁷² While there were several efforts during the review period that expanded the supply of pre-primary education, preschool data are not tracked through the EMIS and data is unavailable on how pre-primary enrollment rates changed between 2012 and 2019.

Kyrgyz Republic

INDICATORS THAT IMPROVED DURING THE REVIEW PERIOD

- **Pre-primary enrollment:** Between 2012 and 2017, pre-primary enrollment increased from 106k children to 221k children, a significant jump. Both UIS data and data cited by the 2018 ESA point to an increase in the **pre-**

¹⁷⁰ In 2016, the share of girls in 3rd grade classes was much higher for southern provinces (Maputo City: 55.0; Maputo Province: 50.2; Gaza: 50.7; Inhambane: 49.3) than for northern provinces (Niassa: 44.3; Cabo Delgado: 45.7; Nampula: 44.6; Zambezia: 45.1). INDE, "Relatório do 2º Estudo da Avaliação Nacional da 3ª Classe," 2017, 26.

¹⁷¹ In 2016, the average age of students in 3rd grade was much lower in southern provinces (Maputo City: 8.3; Maputo Province: 8.8; Gaza: 9.3; Inhambane: 9.5) than for northern provinces (Niassa: 10.2; Cabo Delgado: 11.0; Nampula: 10.8; Zambezia: 10.5). Three southern provinces saw a decrease in average age from 2013 to 2016 (with one showing a non-statistically significant difference), while two northern provinces show an increase in average age from 2013 to 2016 (with two showing a non-statistically significant difference). INDE, "Relatório do 2º Estudo da Avaliação Nacional da 3ª Classe," 2017, 27.

¹⁷² The 2018 UNESCO Policy Review (p. 36) cited preschool enrollment of 29% but does not report actual enrollment numbers. It is unclear why the percentage cited by UNESCO is so much higher than that cited in the ESA.

primary GER over the same period, though the estimates differ.¹⁷³ UIS data note an increase from 24.1% in 2012 to 39.2% in 2017, while the 2018 ESA 2018 cites an increase from 21% in 2012 to 26% in 2016.¹⁷⁴

- **Primary enrollment:** Between 2012 and 2017, the number of students enrolled in primary education grew from 405,318 to 501,011. Over this period, the **primary GER** increased from 104.17 to 107.86, with the **gender parity index** improving marginally, from 0.98 to 0.99. The **primary NER** decreased slightly from 90.55 to 89.90 between 2012 and 2017, with the **gender parity index** remaining constant at 0.98 (UIS data).
- **Primary repetition rate:** Between 2012 and 2017 the repetition rate for all primary grades decreased from 0.055 to 0.028% (UIS data).
- **School life expectancy:** The primary and lower secondary school life expectancies for both girls and boys improved over the review period, increasing from 8.75 years in 2012 to 9.37 years in 2017 for girls, and from 8.84 years to 9.45 years for boys (UIS data).
- **Lower secondary enrollment:** The number of children enrolled in lower secondary education increased from 481k in 2012 to 497k in 2017. **Lower secondary GER** grew from 92.65 in 2012 to 104.78 in 2017, with a constant **gender parity index** of 0.99. The **lower secondary NER** improved from 84.6 to 93.3 in 2017, with the **gender parity index** for secondary remaining nearly the same, at 1.00 in 2014 and at 0.99 in 2017 (UIS data).
- **Lower secondary out of school rate:** Between 2014 and 2017, the number of out of school children in the lower secondary school age range decreased from 34k to under 988 total, a dramatic drop, and the rate of out of school children of lower secondary age decreased from 6.94% in 2014 to 0.21% in 2017 (UIS data).¹⁷⁵
- **Lower secondary repetition rate:** Between 2012 and 2016, the repetition rate for Grade 5 of lower secondary education (grade 10 equivalent) decreased from 0.030 to 0.008% (UIS data).
- **Regional and wealth differences:** Data from the Multiple Indicator Cluster Survey (MICS) indicates that drastic regional and wealth disparities in enrollment in ECD programmes for children ages 3 to 5 persist but have improved during the review period. In 2014, 40.5% of children in urban areas and only 16% of children in rural areas were enrolled in ECD programmes, compared to 47% in urban areas and 35% in rural areas as of 2018. In 2014, only 11.7% of children of the poorest wealth quintile, compared to 55% in the richest quintile, were enrolled in ECD programmes. In 2018, this increased to 25% enrollment among the poorest and 57% among the richest wealth quintile (MICS 2014, 2018; ESA 2018).¹⁷⁶

INDICATORS THAT STAGNATED DURING THE REVIEW PERIOD

- **Primary completion rate:** The primary completion rate remained approximately the same, at 99.58% in 2012 and 99.27% in 2014, with no substantial differences between rates for girls and boys.¹⁷⁷

¹⁷³ The difference in UIS versus National Statistical Committee estimates for the pre-primary GER may be due to different definitions for the age range used in pre-primary / ECD level indicators. The 2018 ESA data uses an age range of 3 to 6, while the UIS pre-primary GER counts all children enrolled in pre-primary education, regardless of age.

¹⁷⁴ National Statistical Committee estimates are calculated differently and significantly higher, citing an increase from 55.6% in 2015/16 to 78.9% in 2017/18 in total coverage of any preschool or ECD programme among children entering Grade 1. (ESA, 34). Despite significant increases in enrollment, according to the ESA, nearly 75% of children ages 3 to 6 do not attend ECD institutions.

¹⁷⁵ Data on the share of out of school children of lower secondary age by sex were not available for the year 2017. However, the share for girls in 2016 was 1.33, while for boys it was 0.91 (UIS data).

¹⁷⁶ ESA, 12. National Statistical Committee of the Kyrgyz Republic and UNICEF. 2018 Kyrgyzstan Multiple Indicator Cluster Survey, Snapshots of Key Findings. Bishkek, Kyrgyzstan: National Statistical Committee of the Kyrgyz Republic and UNICEF. 2019, Kyrgyzstan, 29.

¹⁷⁷ More recent primary completion rate data is not available from UIS.

- **Primary out of school rate:** Between 2012 and 2017, the number of out of school children of primary school age increased from 6,137 to 6,773, reaching a peak for the review period of 8,009 in 2015. However, over this period the share of out of school children of primary school age fell from 1.57 to 1.46% (UIS data).¹⁷⁸
- **Primary to lower secondary transition rates:** The effective transition rate from primary to lower secondary was already high, but remained constant, at 99% from 2012 to 2016 (UIS data).
- **Upper secondary enrollment:** The **upper secondary GER** increased from 79.3% in 2012 to 83.0% in 2017. Over the same time period it increased for girls from 80.2 to 83.9% and from 78.5 to 82.2% for boys (UIS data). However, the **upper secondary NER** shows substantially lower enrollment levels, though UIS and ESA estimates differ. UIS data shows a decrease in the upper secondary NER, from 57.9% in 2013 to 54.2% in 2017, while 2018 ESA data for Grades 10-11 NER stayed nearly the same, at 42.2% in 2012/13 and 42.9% in 2016/17.¹⁷⁹ The 2018 ESA does, however, cite a substantially lower NER for boys, at 39.4%, than for girls at 46.6%.¹⁸⁰
- **Gender equality in upper secondary net attendance:** Gender differences in upper secondary net attendance rates show mixed changes from 2014 to 2018, improving for boys but slightly decreasing for girls. The 2014 net attendance rate was 78.9% for boys and 86.4% for girls, compared to 88.1% for boys and 85.3% for girls in 2018.¹⁸¹ Historically, fewer boys have enrolled in upper secondary education, which is not compulsory.

INDICATORS THAT DETERIORATED DURING THE REVIEW PERIOD

- **Lower secondary dropout rate:** Dropout rates from the first year of lower secondary education increased from 0.70% in 2012 to 1.11% in 2016. For girls, it increased from 0.05% in 2012 to 1.00% in 2016, while for boys it decreased slightly from 1.31% in 2012 to 1.21% in 2016 (UIS data).
- **Secondary completion rate:** Overall, the lower secondary completion rate remains high, but experienced a slight decrease from 96.65% in 2012 to 95.65% in 2014. Upper secondary completion rates dropped substantially, from 85.29% in 2012 to 80.58% in 2014.¹⁸²

INDICATORS FOR WHICH NO CONCLUSIVE DATA IS AVAILABLE

- **Access for the poorest children:** No data on enrollment or out of school rates is available by income quintile for the review period. Disaggregation of MOES data on the number of out-of-school children by region reveals that the largest number of out-of-school children were registered in rural areas of Osh province, while the smallest numbers were in the cities of Bishkek and Osh (ESA 2018). The largest group of out-of-school children are those with disabilities, who make up 50% of the total out-of-school population (ESA 2018). Data on how these figures have changed over the evaluation period is not available.
- **Access for children with special needs:** Government estimates indicate a total population of 26,700 children with disabilities in the country, which is likely an underestimate.¹⁸³ According to MOES data, 10,925 children with disabilities, or approximately 40% of the total estimated population of children with disabilities, were enrolled in preschool and school education for the 2016-17 school year (2018 ESA).¹⁸⁴ Data on how these figures have changed over the evaluation period is not available. Specifically, at the preschool level, MOES data

¹⁷⁸ MOES data cites lower estimates of the total out-of-school population, of 3,185 children in 2012 and 2,576 children in 2016 (ESA, 46). However, data on number and rates of out of school children should be viewed with some caution. Many out of school children also have special needs and are often not included in population data if they are not registered at birth and do not enter school.

¹⁷⁹ ESA, 39. The steep drop from high lower secondary enrollment rates to much lower upper secondary enrollment rates is explained by the fact that upper secondary education is not compulsory in the Kyrgyz Republic.

¹⁸⁰ ESA, 40.

¹⁸¹ 2014 data from ESA, pg. 13, and Multiple Indicator Cluster Survey 2014. 2018 data from 2018 MICS survey, 207.

¹⁸² No UIS data more recent than 2014 was available for either lower or upper secondary completion rates.

¹⁸³ Children with disabilities are often not registered at birth and may not enter school, or are given home-schooling of lesser quality than regular schooling.

¹⁸⁴ ESA, 13.

noted that 14 special kindergartens, two-thirds of which were located in Bishkek, the capital, enrolled a total of 1,556 children with special needs in 2014. However, regular pre-primary educational programs have little capacity to cater to children with SEN.¹⁸⁵ Data was not available to determine how pre-primary enrollment rates for children with SEN have changed during the review period.

- **Primary dropout rate:** Data on dropout rates or early school leavers not available for review period (ESA 2018).
- **Gender equality in primary and secondary enrollment:** There are no differences between levels of primary and secondary enrollment for girls versus boys, with gender parity achieved for primary and lower secondary school. However, disparities are to the disadvantage of boys in upper secondary (78.9% net attendance rate for boys vs. 86.4% for girls), particularly in rural areas (with 77.7% attendance rates for boys compared to 87.3% for girls). Data on how these rates have changed over time is not available.

Rwanda

INDICATORS THAT IMPROVED DURING THE REVIEW PERIOD VALUES

- **Primary completion ratio (PCR):** the nationwide PCR decreased overall between 2012-2016 from 72.7 to 65.2% before improving significantly in 2017 to 79.3%.¹⁸⁶
- **Net enrollment rate (NER) primary:** the NER improved marginally from 96.5 to 98% between 2012 and 2017, indicating that nearly all students of primary school age are enrolled in formal schooling. The number of students increased from 2.4 million to 2.54 million.
- **Lower secondary enrollment:** Overall, secondary enrollment (lower and upper) increased from 534K to 592K between 2012-2017, with **lower secondary NER increasing** from 21% to 24.4% (but still representing a large gap in access to secondary education).
- **Pre-primary enrollment:** nationwide primary enrollment increased substantially between 2012-2017 (from 130K to 220K). Growth in enrollment far outpaced the population growth in this age bracket, with substantial improvements in both GER (from 12.9 to 24.1%) and NER (from 12.7 to 20.6%).
- **Primary and secondary drop-out:** from 2012-2016, the proportion of children dropping out of school declined substantially at the primary (from 11.6% to 5.6%), lower secondary (from 11.7% to 6.3%) and upper secondary level (from 6.2% to 2.5%). There is near gender equity for dropout rates: girls slightly less likely to drop out at primary level, while boys slightly less likely for secondary (gap has been reduced in review period).
- **Gender equality in pre-primary and primary enrollment:** Rwanda has close to near full gender equity in pre-primary and primary enrollment (girls slightly ahead of boys, gap has been reduced in review period).

INDICATORS THAT STAGNATED DURING THE REVIEW PERIOD

- **Upper secondary enrollment:** There was a small decline in the proportion of children of **upper secondary** age enrolled, with NER decreasing from 25.4% to 23.8%. At the same time, upper secondary GER improved (from 27.1% to 30.6%), indicating a decline in system efficiency at this level (**more school places were made available but fewer children of the official age group were enrolled**),¹⁸⁷ possibly linked to deteriorating transition rates and repetition rates (see below).

¹⁸⁵ World Bank ICRR Report, Dec 2018, 7.

¹⁸⁶ UNESCO UIS data show a similar trend: PCR declining from 70% to 62% from 2012-2015, before increasing to 76% in 2016 and 76% in 2017.

¹⁸⁷ According to UNESCO UIS, the “NER can be compared with the Gross Enrolment Ratio (GER) to assess the incidence of under-aged and over-aged enrolment in primary education. The GER represents the number of pupils enrolled in primary education, regardless of age, divided by the population of official primary school age, multiplied by 100. The GER can also provide an estimate of the number of school places available and hence whether the education system has the capacity to provide education for all

- **Access for children with special needs:** the total number of **identified** children with disabilities enrolled in pre-primary, primary and secondary education remained stable around 30,000 from 2012-2017 (declining from 30,016 to 24,825 from 2012-2015, before increasing to 30,899 in 2017), indicating that enrollment has not kept pace with the overall population growth in the review period. Interviewed government officials noted that official numbers likely represent an underestimate due to insufficient school-level capacities in identifying these children. The 2017 ESA note that children with disabilities represented 0.75% of total enrolled students, far below the expected figure of 15% based on average population estimates.¹⁸⁸

INDICATORS THAT DETERIORATED DURING THE REVIEW PERIOD

- **Gender disparity in completion and secondary enrollment:** Girls are more likely than boys to complete primary education (P6 Gross Intake Ratio¹⁸⁹ in 2017 was 72.3% for boys against 86.2% for girls, the gap has increased) and to be enrolled in lower secondary education (2017 NER 31.9% boys/36.3% girls, the gap has increased). Data from UNESCO UIS show that gender parity was stable for primary enrollment but became less equitable (against boys) for primary and lower secondary completion.¹⁹⁰
- **Primary gross enrollment:** nationwide, a higher percentage of children enrolled in primary education were over- and under-age. GER increased substantially from 2012-2017 (from 123.5% to 139.1%), highlighting the poor (and decreasing) system efficiency at this level likely affected by deteriorating primary repetition rates.
- **Transition rates lower to upper secondary:** the proportion of children transitioning from lower to upper secondary declined from 95.3% to 85.1% 2012-2016. Boys are more likely to transition (in 2016, the rate was 87.2% for boys and 83.4% of girls), with the gap remaining stable in the review period.
- **Primary and secondary repetition rates:** from 2012-2016, the share of children repeating a school level increased significantly at the primary level (from 12.5% to 16.4%) and grew marginally at the lower secondary (from 6.2% to 7.3%) and upper secondary level (from 1.3% to 3%). There are still gender disparities in primary repetition rates (in 2016, 17.7% for boys and 15.1% for girls) but the gap has been reduced in the review period. There is close to full gender equity for secondary repetition.

INDICATORS FOR WHICH NO CONCLUSIVE DATA IS AVAILABLE

- **Internal Efficiency Coefficient (IEC):** While country-level data does not track IEC over time, the 2017 ESA observed low efficiency as a key concern. In 2016, primary IEC was 0.27, indicating that 73% of the pupil's year (or public resources) is wasted, while secondary IEC was 0.73. The Rwandan education system effectively requires 25.2 years of input to graduate one primary school student, and 8.2 years to graduate on secondary school student.
- **School-life expectancy:** Historical data is not available, but in 2016, an average Rwandan 7-year old starting primary school is expected to remain in education for 11.3 years.
- **Primary to lower secondary transition rates:** Yearbook data indicates that the proportion of children transitioning from primary to lower secondary decreased from 86.2% to 74.5% 2012-2016, while UIS data show an improvement from 74.9% to 82.4%. Boys are slightly more likely to transition (in 2016, the rate was 75.4% for boys and 73.7% of girls), with the gap remaining stable in the review period.

children of primary school age." United Nations Economic Commission for Europe (UNECE). "Millennium Development Goals (MDG) Handbook – Goals 2 and 3," (n.d.).

¹⁸⁸ MINEDUC, November 2018, p. 54.

¹⁸⁹ Gross Intake Rate (GIR) in Primary 6 was previously called Completion Rate.

¹⁹⁰ Limited available data show that the Adjusted Gender Parity Index (GPIA) in lower secondary went from 0.87 to 1.16 (i.e. from favoring boys to favoring girls) and in primary went from 1.04 to 1.22 (i.e. from slightly favoring girls to strongly favoring girls) from 2010 to 2015.

- **Out-of-school (OOS) rate:** MINEDUC (through the Statistical Yearbook) does not directly track the overall number or ratio of out-of-school children.¹⁹¹ Available UIS data show a small increase in primary OOS from 2016-2017 (from 4.2% to 6%). UIS household survey data for lower secondary show an OOS of 25.9% in 2015 against 18% in 2010.
- **Number of Out-of-school children (OOSC):** Data not available.
- **Access for poorest:** 2016 data indicate substantial differences in enrollment and repetition based on socio-economic status: for instance, primary school children from the poorest population quintile have much higher repetition rates than children from the richest quintile (24% against 4%).¹⁹² The 2013-2018 ESSP cited financial considerations (school costs) as the single most important factor leading to dropouts.¹⁹³
- **Regional differences:** The 2017 ESA observed substantial differences in enrollment rates based on urban/rural and district disparities, with urban children more likely to be enrolled and less likely to drop out. In 2016, primary NER was 91.7% in the Northern Province against 86.6% in the Southern Province.

Senegal

INDICATORS THAT IMPROVED FROM 2012-2017

Gross and net enrollment rate in pre-primary: GER improved from 14% to 16.2% between 2012-2017 (UIS data, 17.4% according to RNSE data), while NER improved from 12% to 15% (UIS data)

Lower secondary completion rate: Improved from 34.1% to 36.8% between 2012-2017, but declined from a high of 40.5% in 2014 (UIS data)

Gross enrollment rate in upper secondary: GER improved from 28.3% to 35.7% between 2012-2017 (UIS data)

INDICATORS THAT STAGNATED FROM 2012-2017

Primary OOS rate: Primary OOS rate improved slightly from 25.2% to 24.8% between 2012-2017 (UIS data)¹⁹⁴

Primary completion and drop-out rates: Completion rates have remained stable around 60%, fluctuating from 59.5% in 2012 to 60.2% in 2017, while drop-out rates slightly deteriorated from 9.8% to 10.3% between 2013-2017 (UIS data)

Upper secondary repetition: repetition rates deteriorated slightly from 19.5% to 20.5% between 2012-2016 (RNSE data)

Gender disparity in pre-primary enrollment: The adjusted gender parity index for both pre-primary GER and NER remained stable at 1.12, indicating a disparity in favor of girls

School-life expectancy: From 2012-2017, school-life expectancy improved marginally at the pre-primary level (from 0.41 to 0.48 years) and remained stable in primary at 5.2 years (UIS data). Data was not available for lower secondary

¹⁹¹ The 2017 Yearbook calculated basic education participation rates, which compares “the number of students enrolled in formal and informal education institutions (regardless of the levels of education within that subsector) with the total number of population in the same age.” For 2017, the participation rate was 47.1% for 6-year-olds, 98.7% for the 7-12 age group, 72.1% for the 13-18 age group, and overall 86.3% for the 7-18 age group. MINEDUC, April 2018, p. 3.

¹⁹² MINEDUC, November 2017, p. 54.

¹⁹³ In 2010, cost was cited as the key factor for 16% of students who dropped out before completing primary and 42% of students who dropped out before completing secondary school. MINEDUC, October 2013, p. 24.

¹⁹⁴ However, improvements were more significant between 2011-2012: from 28.2% to 25.2%.

INDICATORS THAT DETERIORATED FROM 2012-2017

Number of OOS children of primary school age: From 2012-2017, the number of OOS children increased by 84,000 (from 543,000 to 628,000) at the primary level (RNSE data)

Lower secondary enrollment rate: From 2013-2017, GER decreased from 58% to 50.6% (RNSE data, UIS data show a similar trend from 56.1% to 52%)

Transition rates, primary and lower secondary: Between 2012-2017, transition rates decreased from 88.8% to 66.4% (RNSE data) between primary and lower secondary, and from 65% to 59.2% from lower to upper secondary (RNSE data)

Lower secondary repetition and drop-out rates: Between 2012-2016, repetition rates increased from 16.4% to 19.1% (UIS and RNSE show similar figures), while drop-out rates went from 9.1% to 11.75% (UIS and RNSE data)

Gender parity in primary enrollment, OOS, and lower secondary completion: UNESCO UIS data show that gender parity became less equitable (for boys) in primary enrollment, OOS and completion ratio in the review period. With regard to lower secondary completion, gender disparity shifted from slightly in favor of boys in 2012 to significantly in favor of girls in 2017

INDICATORS FOR WHICH NO CONCLUSIVE DATA IS AVAILABLE

Number and rate of OOSC in lower secondary: Data is not available on changes over time. The number of OOS children was 690,000 in 2017, representing a rate of 48.6% (UIS data)

Primary repetition rate: Improved moderately from 2.8% to 1.4% between 2012-2016 according to UIS data, but RNSE data show a moderate deterioration from 2.8% to 3.86% in the same period

Net enrollment rate, lower and upper secondary: Data is not available on changes over time. In 2017, NER was 36.7% in lower secondary and 18.5% in upper secondary (UIS data)

Access for children with special needs: Data is not available on whether disparities related to access for children with special needs have improved in the review period

Internal Efficiency Coefficient (IEC): Data is not available

Access for poorest: Data is not available on whether socio-economic disparities related to access to education have improved in the review period

Regional differences: Data is not available on whether regional disparities in access to education (enrollment, repetition, drop-outs, completion, transition rates) have improved or deteriorated in the review period

South Sudan

INDICATORS THAT IMPROVED DURING THE 2012-2018 PERIOD

- **Share of OOSC:** the percentage of school-aged children (6-17) out of school declined slightly during the review period, from 64% in 2011 to 60% in 2018 (cf. UNESCO 2018 estimates). Despite this drop, these values indicate that more school-aged children were out of, rather than in, school throughout 2012-2018.
- **Gender equality in all indicators:** GPI values improved, modestly, across the board, e.g. for OOSC rates (GPI of 1.3 in 2011, GPI of 1.15 in 2015), pre-primary GER (0.94 2011, 0.96 2015), primary GER (0.66 2011, 0.71 2015), secondary GER (0.51 2011, 0.54 2015), primary and secondary school life expectancy (0.64 2011, 0.67 2015), etc. (all data UIS, see also UNESCO 2018a:28, figure 9).
- **Pre-primary enrollment:** pre-primary enrollment doubled over the course of the period in absolute numbers (56k 2011, 120k 2017, UNESCO 2018a:29), as well as in GER (5.8% 2011, 10.3% 2015, UIS).
- **Secondary enrollment:** enrollment doubled in absolute numbers (44k 2011, 90k 2017, UNESCO 2018a:29), but grew only modestly in GER (9.1% 2011, 9.9% 2015 UIS, no data for 2017). The number of pupils sitting the secondary leaving examination quadrupled (1,4k in 2012 to 7,7k in 2016/17, ESA 2016:29).

INDICATORS THAT STAGNATED DURING THE 2012-2018 PERIOD

- **Primary enrollment:** nationwide primary enrollment declined between 2011 and 2015 (from 1.4m to 1.25m), but increased again to a record 1.55m in 2017 (UNESCO 2018a:29). However, growth in enrollment did not keep up with annual growth in the population of school-age (4%). Consequently, the nationwide GER declined from 85% in 2011 to 67% in 2015 (UIS).¹⁹⁵ This decline was strongly driven by a collapse in enrollment in the most conflict-affected GUPN states. If the GUPN is excluded, GER increased from 64% in 2009 to 72% in 2015 (ESA 2016:55), partly due to the resettlement of GUPN populations to non-GUPN areas.
- **Primary repetition rate:** the share of primary students repeating a grade remained stable, from 10-15% in 2009 (CESR 2012:42) to 9-11% in 2015 (ESA 2016:61, UIS).¹⁹⁶
- **Primacy completion rate:** ESA 2016:18 shows an improvement in the PCR from 8% in 2009 to 14% in 2015. However, it is unlikely that the PCR improved, as the dropout rate likely increased due to conflict (see below). Moreover, UIS data suggests the PCR was as high as 25% in 2010.
- **Access for children with special needs:** as the ESA 2016:67 notes, data on children with special needs' access to schooling is limited, unreliable, and not comparable over time. However, based on trends in other indicators, it is unlikely to have improved during the review period, and may even have deteriorated.

INDICATORS THAT DETERIORATED DURING THE 2012-2018 PERIOD

- **Number of OOSC:** the total number of school-aged children (6-17) out of school rose from an estimated 1.9m in 2011 to 2.2m in 2018, and is on track to rise to 2.4m by 2020 (cf. UNESCO 2018). The share of OOSC nonetheless declined lightly in the period as enrollment growth outpaced population growth (see above).
- **Transition rate:** the share of primary leavers continuing to secondary school fell from 87% in 2009 to 69% in 2011 (ESA 2016:18).
- **School life expectancy:** school life expectancy (primary and secondary combined) dropped from six years in 2011 to five years in 2015, according to UIS estimates.
- **Dropout rates:** EMIS data (2011, 2013, 2016) suggests a strong drop in primary dropout rates from 28% in 2011 and as much in 2013 to 6% in 2015. This is surprising given that several stakeholders suggested that dropouts likely increased due to conflict and lack of public financing, particularly in the GUPN.
- **AES enrollment:** the absolute number of students enrolled in AES declined from 164k in 2011 to 127k in 2017 (cf. UNESCO 2018a:29). This may have been driven by conflict, limited funding, and the closure of AES centers.
- **Regional differences:** the ESA 2016 shows that substantial national disparities remain, including in enrolment between urban and rural areas, frequently higher by 10-25% (cf. UNESCO 2018a:40). However, no data exists on how these disparities have evolved over time. It is likely that they have worsened, as education service delivery at times collapsed in the most severely conflict-affected areas, accentuating regional disparities.
- **Access for the poorest:** no income-disaggregated enrolment data has been collected since 2009, but the collapse in public funding and rise in fees is likely to have deteriorated the poorest' access to education.

INDICATORS FOR WHICH NO CONCLUSIVE DATA IS AVAILABLE

- **Internal Efficiency Coefficient (IEC):** the ESA 2016:62 calculates an improvement in South Sudan's global IEC at the primacy level, from 11 in 2009 to 25 in 2015. Given that repetition rates have stagnated and drop-outs likely rose (see above row), this improvement is not plausible. No other conclusive data is available.

¹⁹⁵ Or from 72% in 2009 to 57% in 2015, according to ESA 2016:18 data. In general, enrollment fluctuated strongly during the review period, and figures differ by data source. GESS's SSSAMS, for instance, suggests that total enrollment (all levels) rose from 0.93m in 2014 to over 1.7m in 2018 (source: GESS, *School Sample Survey: Endline*, Research Brief No. 16, 2018, p.1).

¹⁹⁶ UIS registers a drop-in repetition in the first grade of primary between 17% in 2011 and 11% in 2015, but this drop is not reflected in repetition-related data on other primary grades and/or from other sources. The ESA 2016:60 explicitly notes: "No changes were observed in the level of repetition between 2009 and 2015."

Tajikistan

INDICATORS THAT IMPROVED DURING THE REVIEW PERIOD VALUES

- **ECE enrollment:** The number of children enrolled in state preschool institutions increased from 74,448 in 2012 to 93,053 in 2017 (JSR 2019), and the number of children enrolled in ECE centers increased from 14,796 to 43,666 during the same period. According to UIS data, the **ECE GER** grew from 9.43 in 2012 to 9.91 in 2017.¹⁹⁷ However, data from the EMIS shows an ECE GER of 10.6% in 2017. The ECE GER only counts children enrolled in state preschool institutions. The ECE gender parity index decreased from 0.90 to 0.87 between 2012 and 2017, indicating that the ECE GER is lower for girls than for boys. Finally, the ECE NER grew from 7.38 in 2012 to 8.42 in 2017 (UIS data).
- **Primary out-of-school children (OOSC):** Between 2012 and 2017, the number of OOSC of primary school age decreased from 5,662 to 4,181 and the proportion of OOSC of primary school age fell from 0.9 to 0.5%. The adjusted parity index rate of out-of-school children remained above 1 (from 1.48 in 2014 to 1.50 in 2016),¹⁹⁸ indicating that the out-of-school rate is higher for girls than for boys. (UIS data).
- **Primary dropout rate:** The 4th grade dropout rate fell from 1.6 to 1.0% between 2013 and 2016 (UIS data).
- **Lower secondary enrollment: Lower secondary GER** grew from 94.7 in 2012 to 98.7 in 2017, with the **gender parity index** increasing from 0.94 to 0.97. The **lower secondary NER** improved slightly from 94.0 in 2012 to 97.8 in 2017 (UIS data).
- **Lower secondary completion rate:** The proportion of children who complete lower secondary education increased from 86.4% to 96.2% between 2012 and 2017. The adjusted parity index rate of the proportion of children completing lower secondary education increased from 0.91 to 0.96 during the same period. (UIS data).

INDICATORS THAT STAGNATED DURING THE REVIEW PERIOD

- **Primary enrollment:** Between 2012 and 2017, the **primary GER** remained constant at 100.9, with the **gender parity index** improving slightly, from 0.98 to 0.99. The **primary NER** also underwent a very small improvement, growing from 98.1 to 98.3 between 2012 and 2017, with the **gender parity index** remaining at 0.99 (UIS data).
- **Primary to lower secondary transition rates:** The effective transition rate from primary to lower secondary increased slightly from 99.03% in 2013 to 99.49% in 2016. The gender parity index of the transition rate remained at 0.99 between 2013 and 2016 (UIS data).
- **School life expectancy:** The primary and lower secondary school life expectancy grew marginally from 8.8 years in 2012 to 9 years in 2017, while the GPI for the same indicator remained at 1 throughout the period.
- **Primary repetition rate:** Between 2013 and 2016, the 4th grade repetition rate increased slightly, from 0.04 to 0.08% (UIS data).

INDICATORS THAT DETERIORATED DURING THE REVIEW PERIOD

- **Primary completion ratio:** The proportion of children who complete primary education decreased from 98.2% to 94.9% between 2012 and 2017. The adjusted parity index rate of the proportion of children completing primary education has increased from 0.98 to 1 during the same period. (UIS data).

INDICATORS FOR WHICH NO CONCLUSIVE DATA IS AVAILABLE

- **Vulnerable groups:** Children with disabilities, ethnic minorities, and children from poor families have higher rates of absenteeism and dropouts than other children. The EMIS reported 931 children with disabilities, 126 orphans, and 1,074 children from households below the national poverty line are enrolled in state preschool institutions. 87.2% of children enrolled in state preschool institutions are ethnic Tajik nationals, suggesting that very few non-

¹⁹⁷ The ECE GER only counts children enrolled in state pre-school institutions.

¹⁹⁸ UIS data on the GPIA of out-of-school children is only available for the years 2014, 2015, and 2016.

Tajik nationalities are enrolled in state preschool institutions. There are 2,540 students with disabilities in general secondary schools. Available documents do not provide a breakdown by years of these numbers, but they do mention that parents often withdraw their vulnerable children from the education system due to fear of social stigma, unsatisfactory infrastructure and conditions in facilities (ESA 2019 and JSR 2019). The JSR 2019 also mentions that children from vulnerable groups appear to be isolated from the mainstream education process due to shortage of qualified teachers and learning materials tailored to the needs of vulnerable children.

- **Regional differences:** While the EMIS provides some data disaggregated by region, for example the number of children enrolled in ECE and general secondary schools and the number of teachers, these absolute numbers are not put into perspective with the relative population in each region. For example, available data sources do not provide the GER, NER, and GPI for enrollment and out-of-school children by region for most educational levels. The available information does suggest, however, that rural areas perform worse than urban areas on some education indicators. For example, girls' participation in state preschool institutions is lower in rural than urban areas.¹⁹⁹ Another example is that the number of children enrolled increased in all regions except for the Gorno-Badakhshan Autonomous Region, a rural region.²⁰⁰ Available documents provide different explanations for poorer performance in rural areas, such as prevalence of poverty and inability of households to pay for education of their children in higher grades, remoteness of educational facilities and distance to school, and poor school infrastructure (ESA 2019 and JSR 2019)
- **Lower and upper secondary out-of-school children (OOSC):** Data is limited to UIS data which provides lower secondary out-of-school rate and the GPIA of out-of-school children for the years between 2006 and 2010. The number of OOSC in lower secondary was 46,705 in 2010, representing 5.36% of children of lower secondary age. The adjusted gender parity index for OOSC in lower secondary was 1.76 in 2010, indicating that girls are much more likely than boys to be out of school at the lower secondary level. At the upper secondary level, there were 150,304 OOSC in 2010, representing 43.5% of children of upper secondary age, and the adjusted gender parity index for OOSC in upper secondary was 1.3 in 2010 (UIS data).
- **Upper secondary enrollment:** Data is limited to UIS data, which provides lower secondary out-of-school rate and the GPIA of out-of-school children for the years between 2006 and 2013. In 2013, the GER for upper secondary was 68.3 with a GPI of 0.8, and the NER was 55.2.

Togo

INDICATORS THAT IMPROVED FROM 2010-2018

Overall:

- **Pre-primary enrollment:** GER increased from 8.7% (2010) to 37.2% (2017) (JSRs)
- **Primary enrollment:** GER decreased marginally from 132% (2011) to 128% (2017), but has remained above 100%, while **primary NER** increased from 83.9% (2011) to 93.8% (2017) (JSRs)
- **Primary repetition rate:** Repetition rates decreased from 21.5% (2011) to 13.7% (2018) (RESEN 2019)²⁰¹
- **Primary and lower secondary completion:** Gross intake rate for the last year of primary increased from 76% (2011) to 91% (2018).²⁰² For lower secondary, the intake rate increased from 41% (2011) to 48% (2018) (RESEN 2019)

¹⁹⁹ The gender parity index for GER in state preschool institutions is 0.80 in urban areas and 0.78 in urban areas.

²⁰⁰ The Gorno-Badakhshan Autonomous Region, also known as GBAO, is a semi-autonomous region in the east of the country where three percent of the population lives on 45% of the country's land area.

²⁰¹ The official repetition rate for 2017 reported in the JSRs, the UIS and administrative data was 7% for 2017. However, due to misreporting, the numbers presented here are based on the MICS survey results, which are reported on in the RESEN 2019.

²⁰² The gross intake rate is the percentage of the total number of students entering the last year of the school level (regardless of age) by the total of number of age-appropriate children for that level in the country. Considering the high number of repeaters and

- **Lower secondary enrollment:** The number of students enrolled in lower secondary increased from 94,000 in 2011 to 143,000 in 2017 (JSRs). **Lower secondary GER** increased from 67.3% (2011) to 75.8% (2017) (RESEN 2019). The lower secondary NER was 36.3% in 2017 (UIS data).
- **Lower secondary dropout:** Dropout rates for lower secondary decreased from 42% (2013) to 18% (2016) (UIS data)
- **Upper secondary repetition:** Repetition rate decreased from 34.9% in 2010 to 24.4% in 2017 (RESEN 2019)
- **Higher education:** Increase in student enrollments (per 100,000 inhabitants) from 977 (2011) to 1,256 (2018) (RESEN 2019)

Equity, Gender and Inclusion:

- **Primary completion:** Primary completion for girls increased from 80% (2013-14) to 91.7% (2017-18). The GPI increased from 0.92 to 1.01 in the same period (Annual statistics)
- **Secondary enrollment and completion:** Between 2014 and 2018, GPI for lower secondary enrollment increased from 0.75 to 0.86. Completion rate for girls in lower secondary increased from 28.9% to 42.8%. GPI for upper secondary enrollment increased from 0.45 to 0.56 (Annual statistics)

Uganda

INDICATORS THAT IMPROVED FROM 2011-2017

Overall:

- **Pre-primary enrollment:** The number of children enrolled in pre-primary increased from 214,797 (2011) to 608,973 (2017). From 2011-2017, **GER** increased from 7.5% to 15.4%, while **NER** increased from 6.6% to 8.4%.²⁰³
- **Secondary repetition rate:** Repetition rates have steadily declined from 2.3% (2010) to 1.37% (2016).
- **BTVET enrollment:** Enrollment in formal BTVET has increased from 34,380 students (2012) to 95,841 students (2018).
- **Higher education enrollment:** Enrollment in HE institutions increased from 198,100 students (2011) to 259,000 (2016). GER in higher education was 6.8% in 2016 and increased by 1.4% in comparison to 2010.

Equity, Gender and Inclusion:

- **Pre-primary enrollment:** In 2017, GER for girls was slightly higher (14%) compared to boys (13%) (GPI in 2017 was 1.02).²⁰⁴ In 2011, that difference was smaller, with 7.6% for girls and 7.4% for boys.
- **Secondary enrollment:** The share of girls in USE secondary schools marginally increased from 45% (2011) to 47.2% (2016). **GER** for boys is around 3.4% higher than for girls, but while GER for boys showed minimal change since 2010, GER marginally improved for girls by 1.4%. **GPI** improved from 0.83 (2010) to 0.88 (2016).

INDICATORS THAT STAGNATED FROM 2011-2017

Overall:

over-aged children in the system, the gross intake rate may not accurately reflect completion. The National Statistics report in fact states that 6 out of 10 students do not complete primary school in Togo (MEPS 2018). "Rapport d'analyse des indicateurs 2017-2018", p. 51

²⁰³ The Ugandan National Household Survey (UNHS 2016) shows higher enrollment numbers in pre-primary, as high as 43%, while the 2019 Uwezo report shows that the percentage of 6-year-olds in their sample enrolled in ECE increased from 11% to 36% compared to 2015. Also note that 2017 EMIS data on pre-primary enrollment shows a significant amount of underage (13%) and overaged (32%) children enrolled in pre-primary. This data is confirmed by Uwezo that shows a significant number of children over the age of 6 enrolled in ECE.

²⁰⁴ UNHS 2016 figures show 45% enrollment for girls and 42% for boys.

- **Primary survival and drop-out rates:** Survival rate to the last grade of primary (P7) saw little change and only marginally increased from 31.2% (2011) to 32.0% (2016), with a high of 33.1% in 2014.²⁰⁵ Similarly, there was no change in drop-out rates, which were 62.8% (2011), 65% (2012) and 64.5% (2016).
- **Secondary enrollment:** While the number of students increased from 1.25 million to 1.37 million between 2011 and 2016, enrollment rates have not changed significantly. **GER** went from 28.0% to 27.1% (with a high of 30% in 2014), while **NER** went from 25.0% to 24.0% (with a high of 26% in 2014 and a low of 21.8% in 2015).²⁰⁶
- **Lower secondary completion:** There has been no significant change in the lower secondary completion rate, which has gone from 39% (2010) to 37.8% (2016), with a low of 33% in 2011.²⁰⁷ Similarly, the gross intake rate to S4 went from 28% (2010) to 26.4% (2017), with a high of 30% in 2014.

Equity, Gender and Inclusion:

- **Proportion of SNE students in primary:** There has been a marginal decrease in the proportion of SNE students enrolled in primary, from 2.4% (2011) to 2.06% (2016).²⁰⁸
- **Secondary completion:** Completion rates for boys and girls show opposing trends. From 2010-2016, completion rates decreased for boys (from 45% to 39.6%, going as low as 35% in 2011), but increased for girls (from 32% to 36%), thereby narrowing the gender gap.

INDICATORS THAT DETERIORATED FROM 2011-2017

Overall:

- **Primary enrollment:** While the number of children in primary increased (from 8.09 million to 8.84 million between 2011 and 2017), **GER** has decreased from a high of 133% (2009) to 117% (2011) to 111% (2017). Similarly, **NER** decreased from a high of 97.5% (2011) to 92.1% (2016).²⁰⁹
- **Transition rates:** Transition from P7 to S1 increased up until 2013, from 63.9% (2009) to 72.2% (2013) but have since declined to 61% in 2017. Transition from lower secondary (S4) to upper secondary (S5) has declined more significantly, from 53.6% (2011) to 29.2% (2016).

Equity, Gender and Inclusion:

- **Primary enrollment:** Between 2011 and 2017, **GER** and **NER** decreased for girls from 118% to 111% (GER), and from 97.9% to 94.0% (NER). However, there was a greater decrease for boys during the same period, from 118% to 108% for GER, and from 97.1% to 89.6% for NER.
- **Proportion of orphaned children enrolled in primary** decreased from 15.6% (2011) to 12.4% (2016).
- **Secondary out-of-school children (OOSC):** The number of OOSC 13-18 years old marginally increased from 2.5 million (2012) to 2.8 million (2016)

²⁰⁵ The World Bank report notes a marginal improvement in survival rates. It states that the 2017 survival rate for Uganda was 44% and that, in 2017, on average, it took 12.6 years for a student to graduate primary school compared to 14 years in 2008. (World Bank (2019), pp. 48)

²⁰⁶ A significant number of students are over-aged. In 2016, an estimated 10.8% of secondary students were over 18 years old, while 77% of new entrants into S1 were over the age of 13. The percentage of over-aged S1 enrollments has remained stable over the last decade at 79-81% (Source: ESSA 2019, pp. 81)

²⁰⁷ Completion rate is based on ratio of students who take the lower secondary leaving exam (UCE – Uganda Certificate of Education).

²⁰⁸ The Uwezo 2016 study shows that out of 22,952 children aged 6-7 years old that made up their sample, 6.1% had a disability. Of these, 66.8% were enrolled in either pre-primary or primary school (Source: Uwezo Uganda Sixth Learning Assessment Report, 2016)

²⁰⁹ Overaged enrollment in 2017 was 15.2% or 1.4 million children aged over 13 years old, while 5% of P1 enrollments in 2017 were underaged. However, this number is likely higher as under-reporting of under-aged students is common. The Uganda Early Years Study (DFID/RTI 2018), which assessed 120 schools in 24 districts, found that 29.4% of parents enrolled their under-aged children in P1.

- **Secondary transition:** Transition from lower to upper secondary has decreased more significantly for girls than for boys. From 2011-2016, S4-S5 transition rate for girls decreased from 47.7% to 24.2%, while for boys, it decreased from 41% to 33.9%.

Zambia

INDICATORS THAT IMPROVED DURING THE REVIEW PERIOD

- **Pre-primary enrollment:** In 2014, there were 131k children enrolled in pre-primary institutions (UIS data). Due to the expansion of facilities in 2016, the number of ECE centres increased to 1,849 lifting the number of enrolled pre-primary children to 160k (78k males and 82k females), from a total eligible population of 2,118,289 (3-6-year-olds). It is important to note, therefore, that despite gains in total enrollment the rate of enrollment is still below 10% of the total target population.
- **Primary completion rate:** The completion rate for grade 7 has improved over 2014-2017, rising from 86.2% in 2014 to 91.8% in 2017. Among girls, the completion rate grew from 83.6% in 2014 to 90.3% in 2017. For boys, the completion rate improved from 88.9 to 93.4% over the same period.
- **Primary dropout rate:** Between 2011 and 2017, the dropout rate for grades 1-7 fell from 2.2 to 1.5%. Among girls, the dropout rate decreased from 2.6 to 1.7%, and among boys it fell by 1.7 to 1.3%. (ESB, 2017).
- **Primary to lower secondary transition rates:** The effective transition rate from primary to lower secondary increased from 59.9% in 2011 to 67.5% in 2017. Among girls, the transition rate increased from 54.6% to 69%, and for boys it grew marginally from 65.6% to 66.1% (ESB, 2017).
- **Secondary dropout rate:** Secondary school dropout rates fell marginally between 2011 and 2017, dropping from 1.4 to 1% (ESB, 2017).
- **Secondary completion rate:** Although secondary completion rates improved over the evaluation period, they remain very low. The gross completion rate for grade 9 grew from 53.2% in 2011 to 71.7% in 2017, while the gross completion rate for grade 12 grew marginally from 31.7 to 31.8% over the same period (ESB, 2017).
- **Gender equality in primary and secondary for enrollment:** Between 2011 and 2017, the share of female enrollment in primary and secondary schools has increased marginally, from 49.2% to 49.8%. For grades 1-7, it grew slightly from 49.8% to 50.2%. At grade 8-9 it grew from 47.4% to 49.14%. For grades 10-12 it grew from 44.57% to 47.44%. The gender parity index of enrollment for grades 1-7 improved marginally from 0.97 in 2011 to 1 in 2017. For grades 8-12, the gender parity index also improved, rising from 0.82 in 2011 to 0.90 in 2017 (ESB, 2017).
- **Upper secondary enrollment:** The number of youth enrolled in upper secondary increased from 287k in 2012 to 339k in 2017. (ESB, 2017).

INDICATORS THAT SHOW MIXED PROGRESS DURING THE REVIEW PERIOD

- **Access for children with special needs:** Between 2011 and 2017, the number of learners with special education needs (LSEN) in primary school has *decreased*, growing from 175k to 110k. However, over the same period, the number of LSEN in secondary school *grew* significantly from 4.9k to 20k. In terms of provincial distribution, North-Western has the highest number of LSEN learners followed by Copperbelt and Western Province. Muchinga Province has the least number of LSEN learners (ESB, 2017).

INDICATORS THAT DETERIORATED DURING THE REVIEW PERIOD

- **Primary enrollment:** Even though the number of students enrolled in primary education grew from 3.07 million to 3.2 million between 2012 and 2017, the **primary GER** fell, dropping from 127.3 to 104.3%, with the **gender**

parity index staying constant around 1.01 (UIS). The **primary NER** also dropped, falling from 96 to 87.9% between 2011 and 2017, with the **gender parity index** increasing marginally from 1.02 to 1.04 (UIS data).

- **Primary repetition rate:** Between 2011 and 2017, the primary repetition rate increased from 6.1% to 6.5%. Among girls, primary repetition rate grew from 5.8% in 2011 to 6.2% in 2017. The repetition rate for boys over the same period also increased from 6.3 to 6.8%.
- **Primary out of school rate:** Between 2012 and 2017, the share of out of school children of primary school age grew from 9.87 to 13.98% (UIS data). Among girls, the share grew from 8.42 in 2012 to 12.11 in 2017, and among boys it grew from 8.06 to 15.82 (UIS data).
- **Lower secondary enrollment:** Although the number of children enrolled in lower secondary education increased from 456k in 2012 to 511k in 2017, the **lower secondary GER** fell from 63.68 to 60.58%. Over the same period, the **gender parity index** increased, from 0.91 to 0.97 (UIS data). **Lower secondary NER** also fell from 29.6% in 2013 to 28.98 in 2017 (UIS data). The **gender parity index for secondary education** has dropped from 0.96 in 2009 to 0.86 in 2016 (ESSP, pg. 6).
- **Secondary repetition rate:** Between 2011 and 2017, secondary school repetition rates increased slightly, from 1.1 to 1.7% (ESB, 2017).
- **School life expectancy:** The primary school life expectancy fell from 7.73 years in 2012 to 7.14 years in 2017, with the gender parity index increasing slightly from 1 to 1.02 (UIS data). Data on lower secondary or secondary school life expectancy are not available.

INDICATORS FOR WHICH NO CONCLUSIVE DATA IS AVAILABLE

- **Lower secondary out of school rate:** In 2017, the number of out of school children aged 14 was 28k. The number of out of school children aged 17 was 131k. Data on how these figures have changed over the evaluation period is unavailable.
- **Access for the poorest children:** Primary age children from the poorest households in rural areas are more likely to be out of school than children from richer households in urban areas (ESA, 2019). Around 70.2% of girls and 68.9% of boys from the lowest household income quintile attended primary school in 2014. In the richest quintile, 85.4% of girls and 86.7% of boys attended primary school that same year. Wealth and location also drive participation rates in secondary school. In 2017, 14% of students from low-income families attended secondary school, compared with 69% from the richest families. The urban secondary GER is 58% compared to 27% for rural secondary GER. However, data on how these trends have changed over time is not available (ESSP, 2018).
- **Regional differences:** Across a variety of indicators, Western, Luapula, and Northern provinces perform worse than in the Copperbelt and Lusaka provinces. In 2017, Northern Province had the highest Grade 1-7 repetition rates at 8.8%, while Lusaka Province had the lowest at 4.1% (ESB pg. 24). Repetition rates for Grade 8-12 was highest in North Western province at 3.8% and lowest in Lusaka province at 0.8%. The primary school dropout rate was highest in Luapula (2.6%) and lowest in Lusaka province at 0.9%. Furthermore, the gender parity index for grade 5 was 0.92 in Luapula and Northern Province, the lowest rating among provinces in 2017. In comparison, Lusaka and Copperbelt had the highest grade 5 gender parity index of 1.05. Western, Luapula, and Northern provinces have the highest rates of poverty in Zambia. All three provinces have poverty rates over 80%. Copperbelt (31%) and Lusaka (20%) have the lowest poverty rates in the country. The ESSP highlights regional disparities by suggesting Luapula, Northern and Western provinces are in greater need of support in providing quality education than are Lusaka and Copperbelt. Data on how these trends have changed over time is not available.